

# APPENDICES

## VOLUME II



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**APPENDIX 1. 1****Growth in the Number of EFL Teachers in Basic and Secondary Education  
From 1994-2000**

<b>YEAR</b>	<b>MALE TEACHERS</b>	<b>FEMALE TEACHERS</b>	<b>TOTAL</b>
1994-1995	504	817	1321
1995-1996	551	931	1482
1996-1997	769	1300	2069
1997-1998	970	1709	2679
1998-1999	1012	1811	2823
1999-2000	1069	1971	3040

Source : Ministry of Education, Tunisia.

[illegible]



## APPENDIX 1.2 (continued)

### SAMPLE OF A CBTE PERFORMANCE CHECKLIST

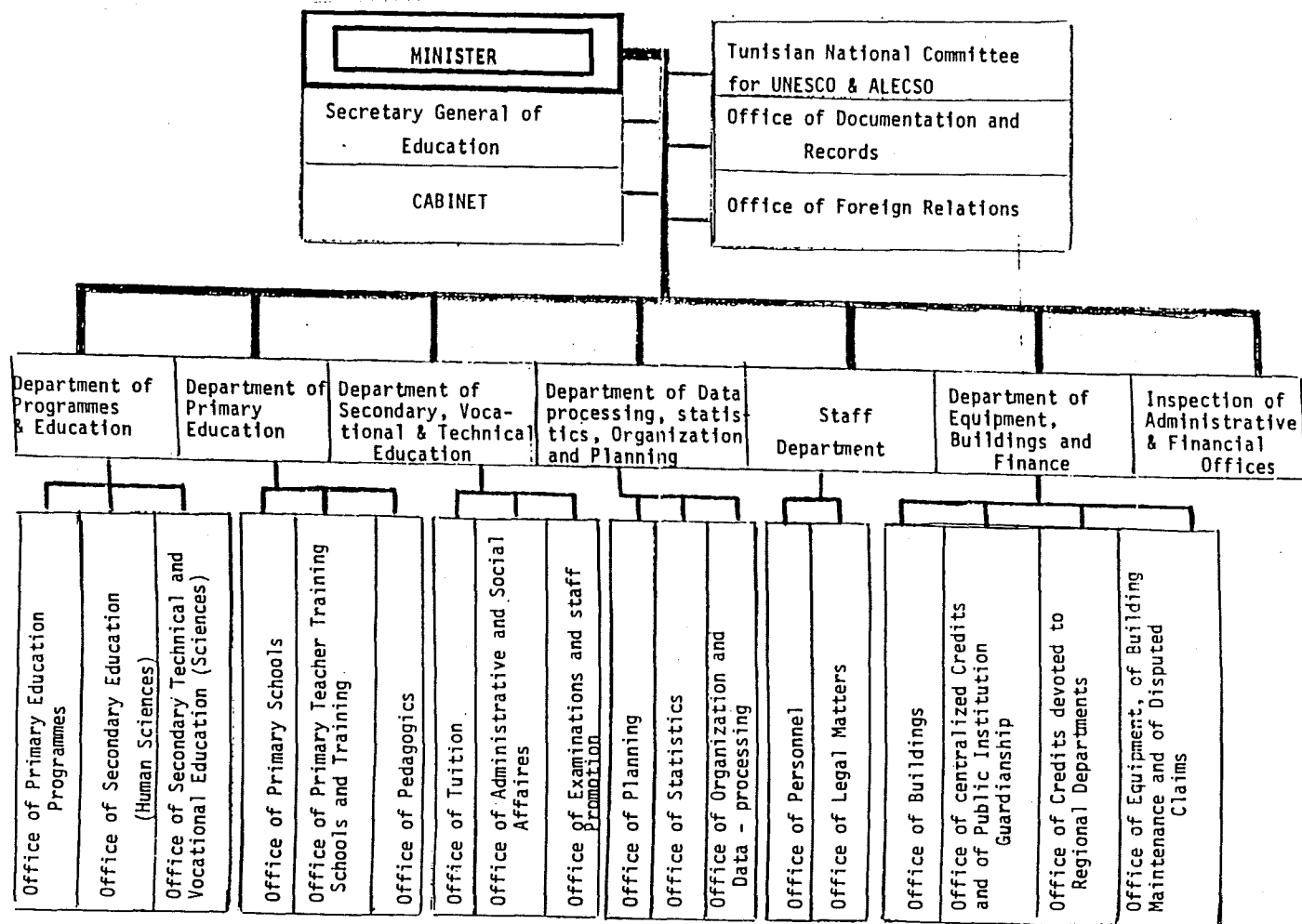
	N/A	None	Poor	Fair	Good	Excellent
15. motivational and/or attention-getting devices are included .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. provision is made for student involvement .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>With respect to methods, techniques, and learning experiences:</b>						
17. each of these was selected on the basis of the lesson objectives, and the type of performance they specified .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. students are provided with opportunities to apply what they learned .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. selection was influenced by available resources and facilities, both in class and on the job .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. selection was based on student needs, interests, and abilities .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>With respect to content:</b>						
21. the content is sufficiently detailed .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. the content includes information necessary for the achievement of the stated objectives .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>With respect to resources and materials:</b>						
23. necessary tools, equipment, supplies, supplementary material, media, etc., are listed in the plan .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>With respect to the summary:</b>						
24. provision is made for restating objectives, pulling loose ends together, drawing conclusions, evolving generalizations, and/or reiterating major contents .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. provision is made for student involvement .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>With respect to evaluation:</b>						
26. evaluative methods were selected on the basis of the stated performance objectives and the type of performance they specified .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. the evaluative criteria were planned and selected cooperatively with students .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. evaluative criteria are based on attributes and performance necessary for entry-level employment .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**LEVEL OF PERFORMANCE:** All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

Source: Centre for Vocational Education, Ohio State University.

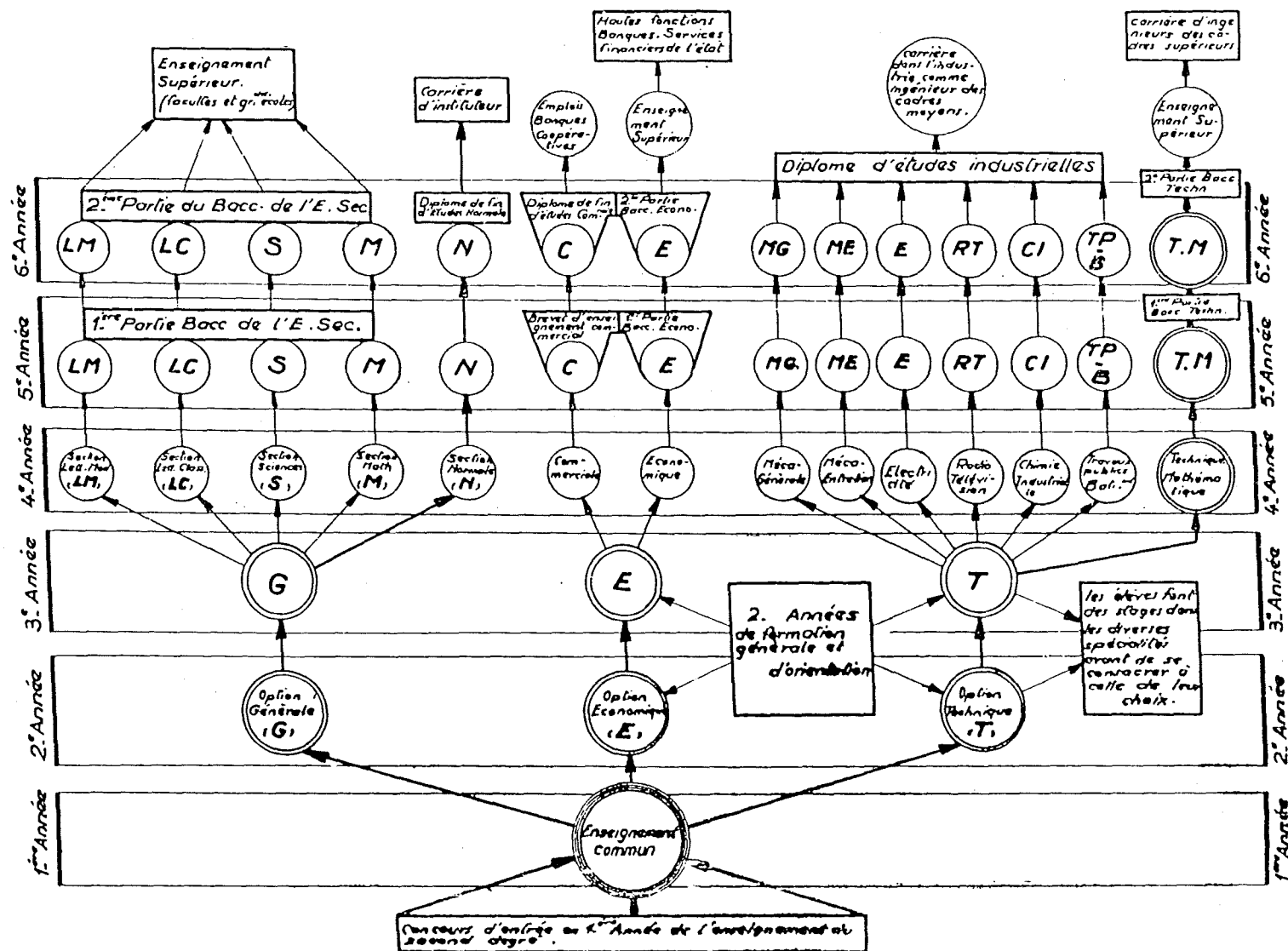
## APPENDIX 3.1

## ADMINISTRATIVE CHART OF THE MINISTRY OF EDUCATION IN TUNISIA



## APPENDIX 3.2

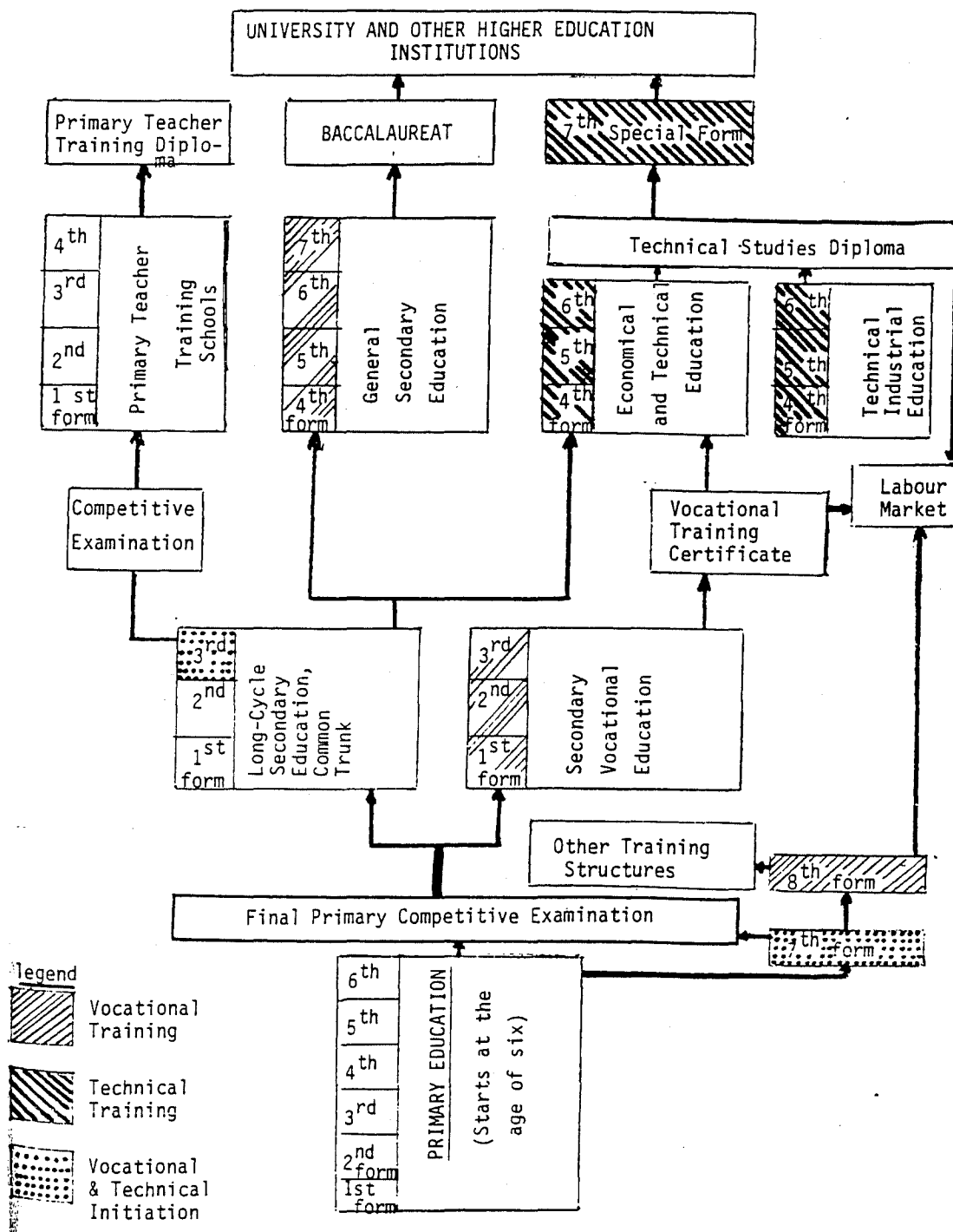
## REPRESENTATION OF THE STREAMING SYSTEM AFTER THE 1958 REFORM



### APPENDIX 3.3

## THE VOCATIONAL EDUCATION SYSTEM IN THE 1970s

### STRUCTURE OF PRIMARY AND SECONDARY EDUCATION IN TUNISA - 1979-80



## APPENDIX 3.4

## THE 'OLD' AND 'NEW' STRUCTURES OF THE EDUCATIONAL SYSTEM IN TUNISIA

Figure 1: Old structure of the education system before the 1991 reform  
(adapted from *L'Enseignement Secondaire en Chiffres*, Ministère de l'Education Nationale 1990)

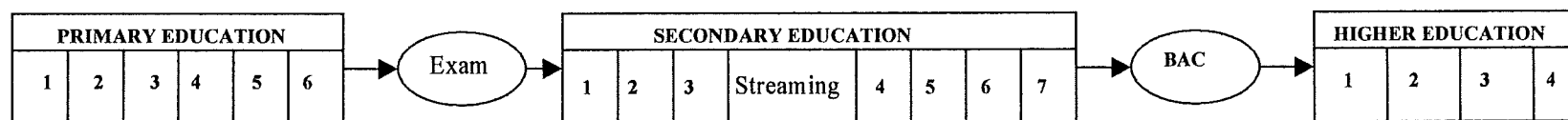
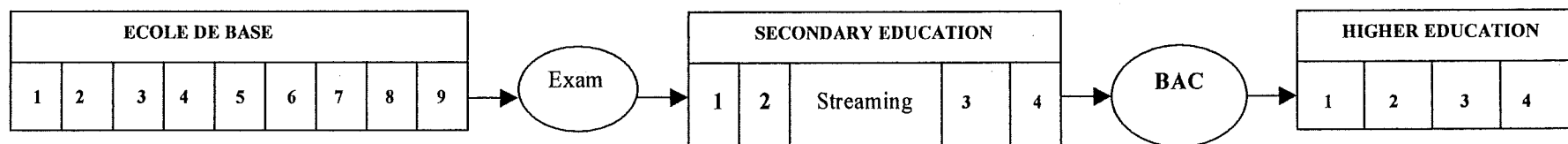


Figure 2: New structure of the education system after the introduction of the 'Ecole de Base'  
(adapted from *L'Enseignement Secondaire en Chiffres*, Ministère de l'Education Nationale 1995)



## APPENDIX 3.5

SAMPLE FROM *COMMUNICATE IN ENGLISH, LEVEL IV*

Dear Sir,

I would be much obliged if you could send me some information about wood industry in the U.S.A.

I am planning to go to the States next month, and I would like to contact businessmen in various parts of the U.S.A.

Looking forward to a prompt reply,

Yours truly,  
Ahmed Ben Brahim

## Listen and Repeat

THE UNITED STATES OF AMERICA  
STATES

Alabama (Ala)

Alaska (Alas)

Arizona (Ariz)

Arkansas (Ark)

California (Cal or Calif)

Colorado (Colo)

Connecticut (Conn)

Delaware (Del)

Florida (Fla)

Georgia (Ga)

Hawaii

Idaho (Id)

Illinois (Ill)

Indiana (Ind)

Iowa (Ia)

Kansas (Kan)

Kentucky (Ken or Ky)

Louisiana (La)

Maine (Me)

Maryland (Md)

Massachusetts (Mass)

Michigan (Mich)

Minnesota (Minn)

Mississippi (Miss)

Missouri (Mo)

Montana (Mont)

Nebraska (Nebr)

Nevada (Nev)

New Hampshire (NH)

New Jersey (NJ)

New Mexico (NM)

New York (NY)

North Carolina (NC)

North Dakota (ND)

Ohio (O)

Oklahoma (Okla)

Oregon (Ore or Oreg)

Pennsylvania (Penn or Pa)

Rhode Island (RI)

South Carolina (SC)

South Dakota (SD)

Tennessee (Tenn)

Texas (Tex)

Utah (Ut)

Vermont (Vt)

Virginia (Va)

Washington (Wash)

West Virginia (W Va)

Wisconsin (Wis)

Wyoming (Wy or Wyo)



## APPENDIX 3.7

SAMPLE FROM *COMMUNICATE IN ENGLISH, LEVEL IV*

## Review your Vocabulary

**Pairwork :** Rearrange the following words into groups of words relating to approximately the same theme and place them in the table below the lists. You might note that one word could go with different groups of words. This does not matter. Use that word more than once if necessary.

award	dogs	melting pot
assassinate	discrimination	march
action	executive	nonviolent
amendment	ethnic group	Nobel Prize
arrest	election	pastor
bus boycott	eligible	pizza
blood	equal	peace
voting	desegregate	pass a law
citizenship	government	representatives
clubs	heterogeneous	serve for 4 years
firehoses	immigrant	salad bowl
color of skin	identity	tyranny
content of character	law	term of office
demonstrator	legislative	tribe
dream	leader	unconstitutional

M.L. King	The Civil Rights movement	The Congress	Segregation and violence
The Indians	Rosa Parks	The American society	The president
The Constitution / The Bill of Rights			



## APPENDIX 3.8

SAMPLE FROM SAY IT IN ENGLISH, 8<sup>TH</sup> YEAR BASIC EDUCATION  
(PAIR-WORK ACTIVITY)**Task 4****Pairwork.****Student A**

You're a policeman.  
Ask the lost boy's mother questions.

*Example :*  
*How old is your son, Madam ?*

**Student B**

You are the mother.  
Answer the policeman's questions.

**LOST**

*Little boy : Martin*  
*Age : 6*  
*Long blond hair*  
*Long face*  
*Brown eyes*  
*Wearing colourful*  
*pullover and green*  
*trousers.*  
*Please ring 72603983*



## APPENDIX 3.9

**SAMPLE FROM SAY IT IN ENGLISH, 9<sup>TH</sup> YEAR BASIC EDUCATION**  
**(PAIR-WORK ACTIVITY)**

**Task 4 Pairwork**

**Student A :** Read the form about Mary Smith and decide with your neighbour whether she can become Jane's friend. Justify your answer.

**Student B :** Read the form about Jane Brown and decide with your neighbour whether she can become Mary's friend. Use the right linkers from the box in your answers.

so - because - then - and - first - second - but

<b>1</b> I am over 17 Your Sex : Put M or F.F Your Height : 5 ft 2 ins Your age : 22 years Age you would like to meet min 20 max 25 First name : MARY Surname.....SMITH ..... Address .....London..... Occupation ....Student.....	<b>2</b> Tick which characteristics describe you : Fashionwise Serious X Considerate X Shy X clever Adventurous	<b>3</b> Tick the activities you enjoy put an X against those you dislike. Pets/Animals X Pop music Going out Jazz X Clubs Classic music X Sports X Watching TV Travelling Gardening Science X Countryside X
--	---	--

**A**

<b>3</b> Tick the activities you enjoy put an X against those you dislike. Pets/Animals X Pop music Going out Jazz X Clubs Classic music Sports Watching TV Travelling X Gardening X Science X Countryside	<b>2</b> Tick which characteristics describe you : Fashionwise X Serious X Considerate Shy X Clever Adventurous X	<b>1</b> I am over 17 Your Sex. Put M or F Your Height : 5 ft 3 ins Your age : 21 years Age you would like to meet : min : 20 max : 25 First name : JANE Surname ....BROWN..... Address .....London..... Occupation ....Nurse.....
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**B**

## APPENDIX 4.1

## LIST OF TEACHERS' COMPETENCIES (ARABIC TEXT AND TRANSLATION)

## التفقدية الحامة للتربية

## كشف في كفايات الأستاذ



## (أ) المعارف

<ul style="list-style-type: none"> <li>* مفهوم التربية</li> <li>* هيكل النظام التربوي</li> <li>* غاياته</li> <li>* النصوص الترتيبية</li> </ul>	نظام التربية
<ul style="list-style-type: none"> <li>* المعرفة الضرورية لتدريس مادة الاختصاص</li> <li>* البرامج والأهداف والترجيحات</li> <li>* علاقة مادة الاختصاص بغيرها من المواد المدروسة</li> <li>* مواكبة البحوث في مادة الاختصاص</li> </ul>	مادة الاختصاص
<ul style="list-style-type: none"> <li>* مبادئ التعلمية</li> <li>* تعلمية مادة الاختصاص</li> </ul>	التعلمية
<ul style="list-style-type: none"> <li>* علم النفس التربوي</li> <li>* نظريات التعلم</li> <li>* الطرائق البيداغوجية</li> <li>* مواكبة الجديد فيها</li> </ul>	البيداغوجيا
<ul style="list-style-type: none"> <li>* مفهومة - أنواعه</li> <li>* وسائله</li> </ul>	التقويم
<ul style="list-style-type: none"> <li>* الوسط الاجتماعي الثقافي التربوي</li> </ul>	الوسط

## Appendix 4.1 (continued)

## (II) المهارات

إعداد مشروع بيداغوجي ( انطلاقا من محتويات البرامج والترجييات )	* ضبط الأهداف البيداغوجية * وضع التوزيعيات ( وفق فترات زمنية / أو محاور أو وحدات تعليمية
تجسور وضحيات تعلم	* النقل البيداغوجي * استعمال الكتاب المدرسي والوسائل البيداغوجية * المساعدة * إعداد جذاذة درس
إنجاز درس	* ضمان التواصل * تنظيم القسم ( آداب الحوار - توزيع التدخلات - مسك الكراسيات ) * استعمال لغة واضحة مفهومة * استعمال وسائل الإيضاح ( السبورة وغيرها... ) * ملاحظة سلوك المتعلمين * تنشيط المجموعة * استدراج المتعلمين الى استحضار مكتسباتهم وتوظيفها * تكييف الدرس حسب ظروف الإنجاز
التقويم	* التقويم الذاتي * تقويم مكتسبات التلاميذ تقويما تكوينيا أو جزائيا * صياغة الروايز والاختبارات * وضع مقاييس الإصلاح * تدارك النقائص باختيار الطرق المناسبة

## (III) السلوكيات

<ul style="list-style-type: none"> <li>* الاعتماد على الذات</li> <li>* الإلتزام بالموضوعية</li> <li>* روح التعاون مع جميع الأطراف المعنية بالعملية</li> <li>التربوية ( الإدارة - زملاء - الأولياء )</li> <li>* التأقلم مع وضعيات جديدة</li> <li>* التحلي بالتسامح</li> </ul>
--

## APPENDIX 4.1

## A TRANSLATION OF 'LIST OF TEACHER COMPETENCIES'

GENERAL INSPECTORATE FOR EDUCATION

*A LIST OF TEACHER COMPETENCIES*

<b>I. KNOWLEDGE (of)</b>	
<b><i>Educational System</i></b>	Concept of education Structure of the educational system Goals and aims of the educational system School regulations
<b><i>Subject-matter</i></b>	Subject-specific content knowledge Curriculum objectives and requirements Relation with other school subjects Subject-specific up-dated knowledge
<b><i>Teaching Principles</i></b>	General teaching principles Subject-specific teaching principles
<b><i>Pedagogy</i></b>	Educational psychology Learning theories Teaching methods (keeping up-to-date)
<b><i>Evaluation</i></b>	Concept, types and procedures
<b><i>Teaching Environment</i></b>	Socio-cultural educational environment



**Appendix 4.1 (continued)**

<b>II. SKILLS</b>	
<b><i>Preparation (starting from programme content)</i></b>	Setting objectives Structuring a lesson (following time, theme and/or content sequence)
<b><i>Designing activities</i></b>	Pedagogical transfer Use of teaching manuals and realia Preparation of a lesson plan
<b><i>Lesson implementation</i></b>	Communication flow Classroom organisation (interaction norms, distribution of participation, supervising pupils' notebooks) Use of 'appropriate' level of language Use of teaching equipment (blackboard and other) Observing pupil behaviour Animating groups of pupils Facilitating recall and use of acquired knowledge Matching lesson objectives and classroom conditions
<b><i>Evaluation</i></b>	Self-evaluation Evaluating pupils' needs (formative/summative) Test design Setting evaluation criteria Planning for remedial work

<b>III. PERSONAL TRAITS</b>
Self-reliance Commitment to objectivity Disposition for collaboration with all parties involved (administration, colleagues, parents) Adaptation to change Tolerance

APPENDIX 4.2  
CIRCULAR 49/95 (ARABIC TEXT AND TRANSLATION)

تونس في 11 جويلية 1995

الجمهورية التونسية  
وزارة التربية

منشور ع 95/49  
صادر عن الديوان

من وزير التربية

- إلى السيدات والسادة  
- المديرين العامين ومديري الإدارة المركزية  
- المديرين الجهويين للتعليم  
- متفقدات ومتفقدو التعليم الثانوي  
- مديرات ومديري المعاهد والمدارس الثانوية

الموضوع : التربص البيداغوجي

وبعد، سعيا إلى تأطير الأساتذة المبتدئين واكسابهم تكوينا بيداغوجيا متينا يكفل لهم القدرة على أداء رسالتهم التربوية أحسن أداء، أتشرف بأن أوافيكم فيما يلي بترتيب التربص البيداغوجي المطالب به الأساتذة الجدد وذلك ابتداء من السنة الدراسية 1996/95.

فالرجاء من السادة المديرين الجهويين والمتفقدين الحرص على تطبيق تراتيب هذا المنشور واعلام المعنيين بالأمر بمحتواه.

و السلام

وزير التربية

حاتم بن عثمان

## Appendix 4.2 (continued)

## I- تعريف التّربص وأهدافه :

يمثل التّربص فترة تأهيل تمتد على سنتين أو ثلاث غرضها اعداد المدرسين المنتدبين اعدادا تربويا وصناعيا ونفسيا وتكملة تكوينهم المعرفي في الاختصاص عند الاقتضاء.

وفي نهاية هذه الفترة التي تتوج بالتّرسيم - عادة - من المؤمل أن يصير المدرسون قادرين :

1 - على الاضطلاع بتطبيق البرامج المقررة في اختصاصهم في ضوء غايات النظام التربوي وبكيفية تحقق ما رسم لها من أهداف وما انبثت عليه من اختيارات منهجية وتربوية.

2 - على توخي طرق في تنشيط الفصل تساعد التلاميذ على اكتساب المعارف والمهارات وبناء شخصياتهم وعلى الترشد الذاتي وتنشئتهم على الرأي المعتدل والسلوك السوي.

3 - على تقييم مكتسبات التلاميذ في الاختصاص وفق معايير مضبوطة واعتمادا على أدوات ملائمة لأهداف المادة، متنوعة الاشكال، مستجيبة لمواصفات الاختبار الجيد محتوى وصياغة.

## II- تربص السنة الأولى :

1 - التّربص التمهيدي :

ينظم قبل افتتاح السنة الدراسية بأسبوع أو اثنين، ويمتد على يومين أو ثلاثة ويخصص لتأطير المتربصين تأطيرا عاما وذلك ب :

- اطلاعه على غايات النظام التربوي

- تعريفه ببرامج مادته وأهدافها وخصائصاتها الخ ...

- توعيته بدوره التربوي

- تبصيره بواجباته وحقوقه وجملة التراتيب الادارية المنظمة لعمله داخل المؤسسة التربوية.

ملاحظات :

\* يمكن الجمع في هذا التّربص التمهيدي بين أساتذة متربصين من اختصاصات

متنوعة في المسائل المشتركة، وتنظيم ورشات عمل في الاختصاص.

\* يمكن الاستعانة في تنشيط التّربص التمهيدي بمختصين واداريين

\* يمكن تنظيم دورة تدارك للأساتذة المنتدبين بعد انطلاق السنة الدراسية.

2- التّربص التطبيقي :

وتراعى في تنظيمه وانجازه خصوميات كل مادة

- فترة الانجاز : من الاسبوع الثاني من شهر أكتوبر الى نهاية شهر أفريل.

- عدد الحلقات : من 8 الى 15

والمقصود بالحلقة جملة الأنشطة التي يعتزم مدير التّربص انجازها في يوم السبت



## Appendix 4.2 (continued)

المخصص لذلك أو في يومين عند الضرورة ويمكن أن تقتصر على ملاحظة درس شاهد ومناقشته أو القيام بعمل ما في ورشة أو انجاز درس عام، أو أن تجمع اثنين منها أو أكثر.

- التواتر : يمكن أن يكون متقارباً في بداية السنة متباعدة بعد ذلك.  
- المحتوى : دروس شاهدة (درس عادي - أشغال تطبيقية - أشغال موجهة)

و نقاش : و تمثل الجانب الأوفر من هذا المحتوى.

- ورشات عمل : ويمكن أن تنجز فيها توزيعات لمستوى من المستويات :  
جذابات دروس - ملاحظات تعليمية - دراسة مسألة من مسائل البرنامج -  
التدريب على انجاز بعض التجارب العلمية وعلى استعمال التجهيزات ... الخ ...  
- دروس عامة : وتهدف إلى تكوين المتربص تكويناً بيداغوجياً عاماً في مواضيع  
من قبيل : بيداغوجيا الأهداف - التقويم - علم النفس التربوي - تنشيط  
المجموعات - الخ ...

- التنشيط : ويقصد به انجاز الحلقة بأنشطتها المتنوعة، ويشترك فيه  
المتفقدون، والمرشدون البيداغوجيون والأساتذة الذين يعينهم المتفقدون  
والأساتذة المتربصون الذين يدعون إلى تنشيط حصتين على الأقل.  
وتقتضي المصلحة من المتفقد الذي يشرف على أكثر من مركز تربص أن يوزع  
نشاطه على هذه المراكز حتى يضمن لها النجاح وحسن التنظيم بالتعاون مع  
المرشدين الراجعين إليه بالنظر.

### III- تَرِصُ السَّنة الثَّانِيَّة :

#### 1 - التكوين البيداغوجي :

- المحتوى : دروس شاهدة وورشات عمل و " دروس عامة " يعتمد في تحديدها  
على ما يتم استخلاصه في حصة تقويم التربص في نهاية السنة الأولى. وهو ما  
يقتضي أن يكون المتفقدون مديرو التربص على بيعة من نتائج تقويم التربص  
في مختلف الجهات، ويتم ذلك بالتنسيق فيما بينهم.

- عدد الحلقات : من 3 إلى 5 .

- التواتر : توزع الحلقات على كامل السنة حسب ما يقدّره المتفقد  
- التنشيط : يقوم به المتفقدون والمرشدون البيداغوجيون، وأساتذة يعينهم  
المتفقدون، وأساتذة متربصون.

#### ملاحظة :

يمكن إدراج التكوين الأساسي لتربصي السنة الثانية ضمن  
خطة التكوين المستمر التي ينتفع بها بقية المدرسين.

#### 2 - البحوث التربوية :

هو عمل شخصي ذو بعدين، أحدهما تكويني منهجيا وعلميا وبيداغوجيا  
والآخر تقويمي.

- مواضيعه : بيداغوجية خاصة أساسا

- مقصده : تذليل صعوبات تربوية تتعلق بتجربة الأستاذ المتربص أو انتاج  
ملاحظات وتجهيزات تعليمية أو جذابات دروس الخ ...

## Appendix 4.2 (continued)

- عدد صفحاته من 20 الى 30.
- آخر أجل لتسليمه عن الطريق الادارية : نهاية شهر مساي.
- فنيط الراضيع : يحسن أن يتم في اطار التنسيق بين متقدي المادة، على أن تقبل الراضيع التي يقترحها المتربصون وذلك بعد مناقشتها وتعديلها عند الاقتضاء وتتجدد قائمة الراضيع كلما دعت الحاجة الى ذلك.
- تأطير التربص أثناء انجاز البحث : يكون بمناسبة زيارات الارشاد والتفقد أو في لقاءات مستقلة فردية أو جماعية.

ملاحقة 2:

- في حالة اسماف بعض المتربصين سنة ثالثة، يتم تمهدهم بـ:
- تكثيف زيارات الارشاد والتفقد على أن يقدر المتفقد عددها حسب الحاجة.
- دعوتهم الى حضور دروس شاهدة وحمص تربص وحلقات التكوين المستمر.

**IV- التقويم :**

- 1 - في السنة الاولى : يكون من طريق :
  - زيارات الارشاد : وتكون من 2 الى 3، ويهتم فيها المتفقد أو المرشد البيداغوجي بكفاءة التربص، العلمية والبيداغوجية وتنظيمه لعمله على أن يتولى أعضاء هيئة التفقد والارشاد اعلام التربص مسبقا بوعايد تلك الزيارات وذلك عن طريق مدير المعهد. كما ينبغي موافاة التربص بالتقارير البيداغوجية في ظرف أسبوعين من تاريخ الزيارة وذلك لتمكينه من تلافي النقصان المحتملة في أقرب الأجال ومن العمل بالتوجيهات والنصائح المقدمة اليه.
  - مواءمة التربص على حضور حلقات التربص : ذلك أن المتربص مطالب بحضور كافة الحلقات، وفي حالة التغيب الشرعي المدعم بالوثائق الملائمة عن تلك الحلقات المقررة يعتبر الدرس في السنة الولاية متربصا سنة ثانية مع مطالبته بحضور الحلقات التي تغيب عنها. أما اذا تجاوزت فسياباته ثلث الحلقات المقررة فانه يدمى الى امادة التربص باكماله في العام الدراسي الموالي (تربص مزدوج).

- كراس التربص : من حيث اعداد الاستاذ المتربص الدروس وتوقيته الملاحظات والنقاش وتقويمه الشخصي للتربص.

- يحرر المتفقد تقريرا اجماليا يضمه رأيه في التربص ( انظر المثال عدد 1 )
- زيارات مدير المعهد.

ملاحقة 3:

- يمكن اعتماد بطاقة تقويم موحدة حسب كل مادة
- في حالة القصور العالمي الراضيع يمكن للمتفقد أن يقترح اعفاء المتربص من التدريس باحاطته على مجلس التأديب.
- 2 - في السنة الثانية يتواصل التقويم بـ:
- زيارات الارشاد والتفقد.

يقدر المتفقد عدد الزيارات في ضوء ما يفرضه مستوى الاستاذ المتربص علميا ومناصيا. وتكون زيارات التفقد لوفن اشعار مسبقا، ويذيل المتفقد تقرير

## Appendix 4.2 (continued)

الزيارة الاخيرة بعدد وملاحظة يعكسان تقديره لجهود المتربص خلال ما أدى له من زيارات،

- مواظبة المتربص على حضور حلقات التكوين البيداغوجي وحلقات التكوين الاساسي ومدى اسهامه في النقاش.  
- زيارات مدير المعهد

في نهاية السنة الثانية يحرر المتفقد تقريراً اجمالياً يضمنه ملاحظاته في كفاءة الاستاذ المتربص العلمية والبيداغوجية وفي مدى توفقه في طرق البحث التربوي، ويسند عددين مرقمين أحدهما لزيارات التفقد والثاني للبحث التربوي ( انظر المثال عدد 2 مع بيان اقتراح الترسيم أو تأجيل الترسيم).

- ترسيم الاستاذ المتربص اذا كان كل من العددين مساوياً أو يفوق عشرة من عشرين.

- تأجيل الترسيم ودعوة الاستاذ الى اعادة تربص السنة الثانية دون اعادة البحث التربوي اذا كان العدد المسند لزيارات التفقد دون العشرة من عشرين وكان العدد المسند للبحث التربوي مساوياً أو يفوق العشرة من عشرين.

- تأجيل الترسيم ودعوة الاستاذ المتربص الى اعادة البحث التربوي دون حضور حلقات التكوين البيداغوجي اذا كان العدد المسند للتفقد يساوي أو يفوق العشرة من عشرين، والعدد المسند للبحث التربوي دون العشرة من عشرين على أن ذلك لا يعفي المتربص ألياً من التفقد والمتابعة البيداغوجية من قبل هيئة التفقد والارشاد. ويكون آخر أجل لتسليم البحث التربوي نهاية شهر أفريل من السنة الموالية.

#### ملاحظة :

في حالة توقع حصول اعفاء من قبل هيئة الاشراف البيداغوجي المباشر للاستاذ المسعف، يجرى على المتربص تفقد أخير يكون من قبل لجنة تضم المتفقد وأستاذين في نفس مادة التدريس ومن نفس المستوى العلمي على الأقل يقع تعيينهما من قبل الادارة الجهوية للتعليم على أن تتم الزيارة في تاريخ لا يتجاوز 31 ماي مشفوعة بتقرير مفصل يحمل عدداً مرقماً واقتراحاً واضحاً وامضاء أعضاء اللجنة الثلاثية.

**APPENDIX 4.2****TRANSSLATION OF CIRCULAR ORGANISING THE TRAINING OF  
PROBATIONARY TEACHERS  
(My translation from Arabic)**

Republic of Tunisia  
Ministry of Education

11 July, 1995

<b>Circular No 49/95</b> <b>Secretariat of State</b>
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From the Minister of Education

To General Directors and Directors of the Central Administration  
Directors of Regional Educational Districts  
Inspectors of Secondary Education  
Directors of Secondary and Preparatory Schools

Object: The Pedagogical Training of Probationary Teachers

To impart in beginner teachers a solid pedagogical training to carry out their educational mission to the highest possible standards, I am pleased to inform you in this circular of the requirements of the professional training that newly nominated teachers are required to follow starting the 1995/1996 academic year.

It will be therefore highly appreciated if the honourable Regional Directors and Inspectors enforce the application of the regulations specified in this circular and inform the parties involved of its contents.

The Minister of Education

Hatem Ben Othman

## **Appendix 4.2 (continued)**

### **I. DEFINITION AND AIMS**

The 'professional training' is a qualification period extending over two or three years that aims to prepare beginner teachers educationally, technically and psychologically and, when necessary, to supplement their knowledge in their field.

At the end of this probationary period, which normally culminates in granting the beginner teacher 'tenure', it is expected that a trainee teachers be able to:

1. Put into application the official programmes of their subjects in the light of the goals and aims set for the educational system and the educational and pedagogical choices specific to their subject.
2. Adopt appropriate methods of group animation to help pupils acquire knowledge and skills, develop personalities as autonomous individuals and to foster in them moderate opinions and the desired acceptable behaviour.
3. Assess the pupils' progress in the subject according to fixed criteria that match the requirements of the subject and by resorting to methods that are varied and within the criteria of reliable testing in content and form.

### **II. THE FIRST PROBATIONARY YEAR**

#### **1. Initial Training:**

It is organised one week or two before the beginning of the school year and lasts two or three days. Its aim is to prepare the newly recruited teachers globally

- By informing them about the aims and goals of the educational system;
- By informing them about the programmes for their subjects (aims, specific orientations, features, etc.);
- By making them aware of their educational role;
- By making them aware of their rights, duties and the regulations pertaining to their work within educational institutions.

#### **Remarks:**

- It is possible to group trainees across school subjects when dealing with general issues and to organise workshops for subject-specific issues.
- It is possible to resort to contributions from administrators and area specialists
- It is possible to organise an additional session for teachers appointed after the beginning of the academic year.

#### **2. Practical Training:**

This type of training is organised by taking into consideration the specific nature of each school subject.

## Appendix 4.2 (continued)

- **Period of training:** Mid-October to the end of April.
- **Number of sessions:** Eight to 15 sessions. A session means a number of activities planned by the trainer for the Saturday meeting (or possibly over two days if need be). It is also possible to focus on one activity such as observing and discussing a 'demonstration lesson', holding a workshop, a lecture or to combine any of these.
- **Sequence:** Training sessions can be condensed in the beginning of the school year and spaced out towards the end.
- **Content:** Observation of ordinary lessons (workshops, practice-oriented tasks, and trainer-led sessions) followed by discussion. These should make up the largest part of the content of training.
- **Workshops:** It is possible to plan during these workshops units for a given level of instruction, lesson plans, teaching aids, discuss a topic related to the official programme. They can also take the form of provide practice in carrying out some science experiments or training in the use of a teaching equipment.
- **Lectures:** They focus on issues related to pedagogy such as setting aims and objectives, evaluation, educational psychology, and group dynamics.
- **Animation:** It means designing and running the various activities in the session. Inspector, Pedagogical Assistant, the experienced teachers appointed by the inspector and the trainees, who should be assigned at least two sessions, take part in the sessions. It is recommended that an inspector who is in charge of two training centres distribute the time allocated to each centre evenly to ensure efficiency and good organisation. This can be achieved by coordinating with the Pedagogical Assistants in the areas in question.

## I. THE SECOND PROBATIONARY YEAR

### 1. Pedagogical Training:

- **Content:** 'Demonstration lessons', workshops, 'plenary sessions' the content of which is determined by the evaluation of trainees at the end of the first probationary year. This decision requires knowledge of the results of supervision visits in the parts of the district. This is achieved through coordination between the different inspectors in different areas.
- **Number of Sessions:** three to 5 sessions.
- **Sequence:** These are to be distributed as seen fit by inspectors
- **Animation:** To be ensured by Inspectors, Pedagogical Assistants, appointed teachers and trainees.

### Remark:

It is possible to integrate a second year trainee within the in-service training programme normally run for the established teachers.

## Appendix 4.2 (continued)

### 2. The Pedagogical Research Project:

It is a personal research project with an educational and evaluative aim.

- **Type of topics:** Essentially related to subject-specific pedagogy
- **Objective:** Surmounting difficulties the probationary teacher might be encountering or producing teaching aids, materials, lesson plans and the like.
- **Length:** 20-30 pages
- **Deadline for submission:** No later than the end of May
- **Choice of Topics:** It is recommended that all inspectors of the particular school subject coordinate and draw a list of topics to be proposed for the trainees. The list of topics should be up-dated accordingly. Topics initiated by trainees should be accepted after re-tuning or revision by the inspector if need be.
- **Providing support in the research process:** This can be done on the occasion of the inspector's visit or by arranging for group and/or individual meetings.

#### Remark:

In case a probationary teacher is not granted 'tenure', his/her training period is extended for another year. Inspectors will be required to increase the number of assistance and inspection visits to the teacher in question. It will be within the discretion of the inspector to determine their number.

## IV EVALUATION:

### 1. FIRST YEAR TEACHERS

The evaluation of first year probationary teachers will be carried out by means of:

- **Assistance Visits:** These can be two or three visits a year on the occasion of which the Inspector or the Pedagogical Assistant focuses on the knowledge and pedagogical competence of the trainee and the way he/she organises her work. Inspectors and Pedagogical Assistants are required to give the trainee prior notice via the school administration. It is also required that a report be sent to the trainee within two weeks. The feedback report serves the aim of assisting him/her to overcome the possible deficiencies as quickly as possible and to put into application the advice and recommendations proposed in the report.
- **Regular Attendance of Training Sessions:** Attendance of all the training sessions is compulsory. In the event of duly documented justified absence over more than one third of the training sessions, the trainee will remain as a second year probationary teacher the following year and will be required to make up for the sessions he/she had missed out. However, if he/she had missed more than one third of the total number of sessions, he/she will be required to attend anew all first year training sessions.

## Appendix 4.2 (continued)

- **The Training Log:** The quality of which is judged depending on the way the trainee teacher documents the different sessions and discussions and his/her evaluation of the training.
- At the end of the second probationary year, the trainer prepares a general report about the trainee (see sample 1) The school principal reports on his/her the visits to the teacher's classroom

### Remark:

- It is possible to adopt a unified report form
- In the event of incompetence it is possible for the inspector to recommend the discontinuation of the trainee's employment by putting up a case before a disciplinary committee.

## 2. SECOND YEAR TEACHERS

The evaluation and inspection of teachers continues during the second probationary year by means of

- **Assistance and inspection visits:** The inspector decides upon the number of visits depending on his/her estimation of the teachers' level of performance (knowledge and skills). Inspection visits are carried out without prior notice. The inspector concludes the last visit with a mark that reflects the trainee's efforts over the two probationary years taking into consideration the trainee's attendance of the training sessions and any other training event as well as his/her participation in the discussions.
- **The director's visits** In the end of the second year the inspector writes a general report about the trainee teacher's competence and about the extent to which the latter succeeded in acquiring research skills and gives out two marks; one for the inspection visit and another for the research project (see sample 2).

The probationary teacher is granted 'tenure' if both marks are equal or superior to ten. Confirmation is otherwise postponed and the teacher is required to repeat the second year training without having to repeat the research project if his/her mark for the inspection visit was below 10/20 while he had a passing mark for the research project. Confirmation is postponed and the trainee asked to repeat the research project if he/she had secured a passing mark for the inspection visit and a mark inferior to ten for the project. However, the trainee in that case will not be exempt from being inspected again. A third year probationary teachers are required to hand in their projects before the end of April of the following year.

### Remark:

In the event a dismissal is expected, the trainee will be inspected for the last time by a committee made up of the inspector and two teachers of the same school subject and holders of at least the same educational degree. It will be within the discretion of the Regional Educational Office to appoint the teachers in question. The visit must be carried out no later than 31 May. The committee submits thereafter a detailed report concluded by a clearly stated decision.



## APPENDIX 4.3

## SAMPLE OF TRAINING SCHEDULE

Republique Tunisienne  
Ministère de l'Éducation  
Direction Régionale de l'Enseignement  
de l'Ariana  
♦♦♦♦♦  
1997/1998

CALENDRIER DE STAGE 1ÈRE ANNÉE  
(ANGLAIS)

Directeur Du Stage : MR. BELGACEM BADRI INSPECTEUR PRINCIPAL  
(EN collaboration avec les conseillers PEDAGOGIQUES)

Date	Lieu	Heure	Leçon/Activité	Niveau	Animateur
04/10/97	CREFOC EL OMRANE	9, H 00	Initiation aux programmes	4,5,6è Et 7è	Mr Badri et les Conseillers
11/10/97	CREFOC EL OMRANE	9, H 00	Initiation aux programmes	8è Et 9è de Base	Mr Badri et les Conseillers
25/10/97	CREFOC EL OMRANE	9, H 00	Atelier "Lesson plan "	4,5,6è Et 7è	Mr Badri et les Consillers
01/11/97	LYCÉE RUE DE RUSSIE	9, H 00	Listening/Speaking	4è Année	Mme S. ATALLAH
15/11/97	LYCÉE SECONDAIRE EZZAHROUNI	9, H 00	Listening/Speaking/Writing	4e Année	Mme S. SAADANI
22/11/97	CREFOC EL OMRANE	9, H 00	TESTING: THEORY PRACTICE		
17/01/98	LYCÉE IBN ABI DHIAF MANOUBA	9, H 30	Listening/Speaking	5è Année	Mme Ghallab
07/02/98	LYCÉE IBN ABI DHIAF MANOUBA	9, H 00	READING / WRITING	5è Année	Mme S. MIADI
21/02/98	LYCÉE HANNIBAL ARIANA	9, H 00	READING / WRITING	6è Année	Mme L. CHTOUROU
28/02/98	LYCÉE SECONDAIRE EL MENZAH 6	9, H 00	READING / WRITING	7è année	Mme Hana M'KADDEM
14/03/98	A DÉSIGNER	9, H 00	Correction de devoir	A DÉSIGNER	ULTÉRIEUREMENT
11/04/98	Leçon Assurée par un stagiaire :		A DÉSIGNER	ULTÉRIEUREMENT	
18/04/98	Leçon Assurée par un stagiaire	+ ROUND	UP SESSION A DESIGNER	ULTÉRIEUREMENT	

N.B : Les stagiaires qui enseignent des classes de 8è et 9è de l'Ecole de Base seront appelés à assister à des leçons dans ce niveau à des jours qui seront fixés à temps.

L'Inspecteur Directeur du stage

B. BADRI

Année Scolaire 1997/1998  
Direction Régionale de l'Enseignement  
de : .....

**Discipline:**

<b>Nom et prénom du professeur :</b>  P.E.S 1C[    ]    P.E.S [    ]    P.Principal [    ] Titulaire[    ]    Stag.1eA [    ]    Stag.2eA [    ]    Stag.3eA [    ] <b>Etablissement :</b>	<b>Date de la visite :</b>  <b>Classe :</b>  <b>Leçon :</b>
--	---

<b>Description de la leçon :</b>
<b>Aspect pédagogique :</b> Objectifs (conformité avec les programmes officiels, adaptation à la classe) ; méthodes ; supports ; techniques d'animation ; utilisation du tableau ; participation de la classe etc. ...

## Appendix 4.4 (continued)

<b>Contenu scientifique :</b> exactitude des connaissances ; maîtrise de la langue d'enseignement etc.
<b>Organisation générale du travail :</b> Progression dans l'application du programme ; préparation des cours ; cahier de textes de la classe cahiers des élèves ; contrôle continu etc.
<b>Formation continue :</b> acquis de l'enseignant ; impact sur le cours ; besoins identifiés.
<b>Conclusion :</b> Synthèse des remarques et recommandations

Note :

Fait à Medenine, le :

Signature du conseiller

Lu et reçu copie conforme

le \_\_\_\_\_  
Signature du professeur

## APPENDIX 4.5

### SAMPLE OF 'MÉMOIRE' TOPICS

REPUBLIQUE TUNISIENNE  
MINISTERE DE L'EDUCATION  
INSPECTION GENERALE DE L'EDUCATION

Année Scolaire: 98-99  
D.R.E : Le Kef/Jendouba  
Discipline: Anglais  
Inspecteur: Souli Ali

#### Liste des sujets de memoire de stage

1. The teaching of reading.
2. Teaching writing skills with a focus on writing as a process.
3. The communicative teaching of writing: theory and exercises.
4. Eclecticism in foreign language teaching: definition, an overview of theories, relevance and application.
5. Developing positive attitudes to foreign language learning.
6. Communicative testing: key features with samples from different levels, with focus on either language or writing.
7. Ways of integrating language and culture in the communicative approach.
8. Learning difficulties: identification of errors and ways of treating them.
9. Project work as a means of promoting learner autonomy: theory & classroom practice.
10. Various ways of presenting and practicing grammar within the communicative approach.
11. Ways of integrating the different skills: Reading/ Writing/ Listening/ Speaking.
12. Unit management and lesson planning; how to organize a unit into lessons; components of a lesson; skills; objectives; techniques; how to select and prioritize activities.
13. The rationale behind devising group work, pair work activities.
14. Evaluation of the Communicate in English and the Say It in English series with a focus on one of the following aspects: a. Language and culture. b. Reading. c. Listening. d. Writing. e. Speaking. f. Vocabulary. g. Grammar.
15. Developing positive attitudes towards the teaching of listening and the use of audio-visual aids in EFL classroom.
16. Learner autonomy and cooperative teaching/ learning: theoretical background and ways of applying this in the classroom.
17. The everyday speaking test (the oral test) within the communicative approach: theory and practice.
18. Handling and teaching young learners at Basic Schools.
19. Handling and teaching teenagers at secondary schools.
20. "More important than error-free speech is the creation of an atmosphere in which the students want to talk." (Chestain). **Explain and comment.** Refere to your classroom experience.

**APPENDIX 4.6**  
**SAMPLE OF A 'MAÎTRISE' SYLLABUS**

University of Tunis I  
 Faculty of Letters, Manouba  
 English Department  
 1998/9

**Curriculum**

First Year

Semester I		Semester II	
Module	Subject & Textbook	Module	Subject & Textbook
A.1.1 Language 1	Comprehension Composition Grammar	A.1.7. Language 2	Comprehension Composition Grammar
A.1.2 Spoken English 1	Oral Comprehension Oral Expression(Lab) Pronunciation(Lab)	A.1.8 Spoken English 2	Oral Comprehension Oral Expression(Lab) Pronunciation(Lab)
A.1.3 Applied Language Studies 1	Introduction to Translation Introduction to Literary Language Introduction to Business English 1	A.1.9 Applied Language Studies 2	Translation Introduction to Business English 2
A.1.4 Civilisation	British Studies (Contemporary Britain) Human Rights in Britain (From the Civil War to the Collapse of the Welfare State) Cultures of Anglophone Countries	A.1.10 Civilisation	American Studies (Contemporary USA) Human Rights in the USA (From the American Revolution to the present day)
A.1.5 Other Languages	Arabic French	A.1.11 Literature	Introduction to fiction (J. Steinbeck, <i>Of Mice and Men</i> ) Introduction to Drama (Sophocles, <i>Antigone</i> ) Introduction to Poetry
A.1.6	Elective	A.1.12	Elective

## Appendix 4.6 (continued)

## Curriculum

Second Year

Module	Subject & Textbook
Language 4	Reading 2 Writing 2 Grammar 2
Language 5	Initiation to Language Studies Language Laboratory
Language 6	Translation 2: Arabic into English English into Arabic (Optional French) Arabic 2
Literature 2	GB Poetry GB Novel Joseph Conrad, <i>Heart of Darkness</i> William Golding, <i>Lord of the Flies</i> US Novel Stephen Crane, <i>The Red Badge of Courage</i> Ernest Hemingway, <i>A Farewell to Arms</i> US Drama Arthur Miller, <i>Death of A Salesman</i> Tennessee Williams, <i>A Streetcar Named Desire</i>
US & GB Studies 2	The USA up to WW 1 Britain from the Industrial Revolution to WW 1

# Appendix 4.6 (continued)

University of Tunis I  
Faculty of Letters, Manouba  
English Department  
1998/9

## Curriculum

### Third Year

Module	Subject & Textbook
Linguistics 1	Psycholinguistics Structure of the English Language
Literature 3	Romantic Poetry (Anthology) C19/C20 GB Novel Charles Dickens <i>The Chimes</i> George Orwell, 1984 C19/C20 US Novel Herman Melville, <i>Benito Cereno</i> Ralph Ellison, <i>Invisible Man</i> C20 GB Drama Samuel Beckett, <i>Krapp's Last Tape</i> R.C. Sheriff, <i>The Journey's End</i> Harold Pinter, <i>The Caretaker</i> US Poetry T.S. Eliot, <i>The Waste Land</i> , <i>Prufrock</i> E. E. Cummings
US & GB Studies 3	C20 USA C20 Britain

## Appendix 4.6 (continued)

University of Tunis I  
 Faculty of Letters, Manouba  
 English Department  
 1997/8

## Curriculum

Fourth Year

Module	Subject & Textbook
Linguistics 2	Applied Linguistics: ELT Applied Linguistics: Sociolinguistics
Stylistics & Translation	Comparative Stylistics Translation Theory Translation from Arabic into English Translation from English into Arabic (Optional French for both translation and comparative stylistics)
Literature 4	XVIth & XVIIth-Century Poetry: Edmund Spenser, William Shakespeare, Ben Jonson, John Donne, George Herbert, Andrew Marvell, John Milton.  XVIth & XVIIth-Century Drama: W. Shakespeare, <i>Othello</i> W. Shakespeare, <i>The Merchant of Venice</i> Thomas Middleton & William Rowley, <i>The Changeling</i>  XVIIIth-Century Novel Daniel Defoe, <i>Moll Flanders</i> Jane Austen, <i>Northanger Abbey</i>  Literature in English André Brink, <i>States of Emergency</i> Nkosi Lewis, <i>Mating Birds</i>



# APPENDIX 4.7

## PROGRAMME OF A REGIONAL SEMINAR FOR EFL TEACHERS

### NATIONAL SEMINAR FOR THE TEACHERS OF ENGLISH

Date: April 22/23, 1998

VENUE: C.R.E.F.O.C BEJA

TOPIC: ENHANCING LANGUAGE LEARNING THROUGH COOPERATIVE LEARNING  
ACTIVITIES.

FACILITATORS: Betty Soppelsa, University of Kansas  
Fredricka L. Stoller, Northern Arizona University  
Ali Souli, DRE Le Kef  
Mahmoud Melki, DRE Zaghouan

PARTICIPANTS: Teachers of English from Le Kef, Siliana, Jendouba  
and Beja.

\*\*\*\*\*

### SCHEDULE

WEDNESDAY APRIL 22,

9.00 : Opening.

9.15 : PART I: Fundamentals of cooperative Learning.

A. Introduction

B. Basic principles of cooperative learning.

1. Simultaneous interaction

2. Positive interdependence.

3. Individual accountability

4. Equal participation.

C. Major Characteristics of cooperative learning

1. Team formation

2. Special role assignments.

3. Use of language functions and social skills

4. Classroom management.

10.30 Break

11.00 D. Commonly used cooperative learning techniques/  
structures.

1. Think-pair-share

2. Think-write-pair -compare

3. Think-write-pair -share

4. Time-pairs-compare

5- Solve-pair-share

6-Numbered heads together

**PAGE**  
**NUMBERING**  
**AS ORIGINAL**

## Appendix 4.7 (continued)

7. Three-step interview

8. Roundtable

9. Roundrobin

10. Jigsaw

1.00 : Lunch

2.00 : PART II : PROJECT WORK AS THE ULTIMATE IN COOPERATIVE LEARNING.

A: Introduction

B. Definitions of project work

c. General characteristics of project work

1. topics of interest to students
2. Student centered with teacher support and guidance
3. cooperative rather than competitive
4. integrated skills
5. Culminating end product, resulting from fluency and accuracy activities
6. Improved language skills, content learning and cognitive skills.

3.30 Break

4.00

D. Types of project work

1. Structured, unstructured, semi-structured projects
2. Real-world, simulated projects
3. Research, text, encounter, correspondence projects
4. Production, performance, organizational projects

E. Steps for developing project work in a language classroom

1. Organization

2. information gathering, compilation, analysis, and presentation

3. Language support

4. Evaluation

F. Projects that complement the Tunisian curriculum

G. Conclusion

5.00 : End of DAY ONE.

**Appendix 4.7 (continued)**

Thursday, April 23

8.30 : Samples of projects carried out in Tunisian schools.

10.00 : Break

10.30 : Group dynamics

Steps in teaching cooperative skills

12.00 : Evaluation / closure

12.30 : Lunch

End of Day II/ End of Seminar

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**APPENDIX 5.1****COVERING LETTER SENT TO THE PARTICIPANTS WITH THE  
INTERVIEW TRANSCRIPTS**

Faiza Derbel  
Languages in Education  
Institute of Education  
20 Bedford Way  
London WC 1 H OAL  
01 November 1998

Dear colleague

Thank you very much for having taken part in the study. I hope you found the experience as enriching as I did. I have now completed transcribing the interviews and am sending them to all my respondents for further verifications. You will find with this letter the transcript of your interview and I would appreciate it if you could allow some time to check it.

When reading it please feel free to make any amendment, correction of wording, additions or alterations. However, let me assure you again that the data will only be used for the purpose of this research.

Thank you very much for your time and effort. Your collaboration is highly appreciated.

Yours sincerely

FAIZA DERBEL

## APPENDIX 5.2

### SCHEDULE FOR INTERVIEW WITH Mr ENNAIFER MUSTAPHA, DIRECTOR OF THE *FORMATION CONTINUE* SECTION

#### 1. ROLE OF THE SECTION

- 1.1 What role does your administration play in the provision of training in Tunisia ?
- 1.2 What projects are at present considered priority for the *Direction de la formation continue* ?
- 1.3 How do you plan for the provision of training ?
- 1.4 How are the needs of teachers in specific subjects met ?
- 1.5 How are the needs of individual teachers met ?

#### 2. ROLE OF SUBJECT TRAINERS

- 2.1 How are the trainers of specific subjects involved in the outlining of teacher training policy ?
- 2.2 How are they involved in the implementation and evaluation of training programmes?

#### 3. ROLE OF UNIVERSITY ACADEMICS

- 3.1 How are university academics involved in the design and provision of teacher training and development ?
- 3.2 What is the aim of involving them ?
- 3.3 With regards to English, how do you rate the collaboration with university academics ?
- 3.4 Do you foresee further involvement from academics in the different departments of English ?

#### 4. ROLE OF THE BRITISH COUNCIL AND USIS IN TEACHER DEVELOPMENT

- 4.1 What kind of collaboration is there between the Ministry of Education and foreign bodies representative of the English-speaking world ?
- 4.2 The BC and USIS play a role in the provision of foreign specialists to conduct teacher development seminars and assist in trainer training. Can you elaborate a bit on this issue ?
- 4.3 How do you rate the contribution of foreign specialists in the area of teacher development for English language teachers ?

### APPENDIX 5.3

#### INTERVIEW WITH Mr ENNAIFAR MUSTAPHA

##### DIRECTION DES PROGRAMMES ET DE LA FORMATION CONTINUE

EM: Je ne sais pas peut être faut-il explorer les questions.. (reads questions in Arabic from official note about the difference in training novice and experienced teachers!)

Bien sûr qu'il y a des différences..c'est à dire que la formation.. Oh! il faut distinguer. Moi j'aime bien les deux expressions "formation initiale" voilà c'est à dire avant le recrutement et formation après le recrutement. Bon! La ligne de démarcation elle varie selon les pays et selon les institutions. Et j'imagine qu'en Tunisie si demain, par exemple, aujourd'hui on fait très peu de didactique pour les enseignants d'anglais. Donc on est obligé de donner cette formation après le recrutement. On fait peu de psychopédagogie donc on donne ça après. Si demain, comme on le demande, on l'envisage.. les enseignants sont mieux préparés à leur future métier. C'est à dire qu'il restera, disons, une maîtrise de formation générale et des options de type professionnel. A ce moment là au niveau de la formation post-recrutement, on aura moins de choses à faire si vous voulez [ehm] on n'aura pas à combler dès le départ des lacunes au niveau de la formation professionnelle. Je ne sais pas si au niveau des compétences professionnelles. Alors voilà actuellement qu'est ce qu'on fait. Je ne sais pas si au niveau de l'inspection on vous a donné un document. Moi j'étais à l'Inspection Générale avant et on a fait un travail pour l'ensemble des stages (1ère et 2ème année). On a essayé de déterminer le profil de l'enseignant et partir de ça, on a revu ça il y a trois ans je crois. On a imaginé une autre conception du stage pratique première année parce que jusque là c'était essentiellement des leçons témoins suivit des discussions. Bon! les leçons témoins peuvent être utiles si elles sont intégrées dans un programme de formation plus vaste et plus complexe, plus diversifié et .. Alors il faudra voir ce document. Donc, ça c'est un document à noter. Il y a un descriptif du modèle type de formation qu'on doit donner en première année Il y a ce qu'on propose..ce qu'on demande et il y a aussi..Vous pouvez prendre des calendriers chez les inspecteurs..des calendriers types pour voir s'il y a un écart entre ce qu'on souhaite en théorie et ce qu'on fait réellement. Bon, voilà donc!. Il y a la formation initiale qui a pour objectif la formation du stagiaire durant la première et la deuxième année..a pour objectif à l'heure actuelle de donner à l'enseignant la formation professionnelle qui lui manque et qu'on ne lui donne pas à l'université. Donc, c'est essentiellement la formation didactique, en méthodologie de l'enseignement de la matière, un petit peu de psychopédagogie pratique, des éléments concernant l'évaluation. Voilà! Il faudra voir le détail

F: Auprès des inspecteurs d'anglais ?

EM : Il y a un document écrit tout près qui a été élaboré il y a trois ans..trois pages qui définissent le profil un peu de l'enseignant et ce qu'on doit le leur donner pendant le stage de première année. Le stage de deuxième année, c'est une recherche essentiellement que doit faire..ce qu'on appelle «mémoire de deuxième année » que doit réaliser le stagiaire. Alors là aussi on a essayé de rénover pour éviter que ça soit

simplement des recherches académiques. On a essayé de proposer des listes de sujets de mémoires pour que ça soit mieux articulé sur les besoins professionnels [plus pratiques]. Donc, là aussi, vous pouvez aussi voir cette liste de propositions.

Troisième question? (reads aloud question on process of course design for the FC) Ce sont des questions de quatre ou cinq heures!

Alors la méthode que nous suivons actuellement pour déterminer les besoins de formation?

F: Oui, les étapes par exemple.

EM : Alors, et vous parlez de *Muhtawa* ? C'est le contenu ? Avant de déterminer le contenu de la formation, il faut déterminer les besoins qu'on appelle les besoins en Anglais c'est 'needs'?

F : Oui, needs.

EM : Les besoins du public qu'on veut former donc, par rapport, si je prends l'exemple d'un prof. d'anglais en cours d'exercice et qui a suivi son stage de première et deuxième année, par la suite comment on agit avec lui? Alors depuis l'année dernière la démarche que nous suivons c'est celle qui est recommandée selon les règles un peu de l'ingénierie de la formation actuellement devenue discipline un peu dans ce domaine. Il s'agit de commencer par analyser les besoins du public qu'on veut former. Alors, pour nous, nous avons plusieurs sources d'information. Il y a une première source qui est l'inspection..évidemment les inspecteurs vont dans les classes, ils observent les enseignants et notent sur leurs rapports, les problèmes, les difficultés, les lacunes qu'ils constatent. Alors, l'Inspection Générale réalise une synthèse de l'ensemble des rapports d'inspections réalisés en Anglais. Alors c'est une saisie qui n'est pas individuelle. C'est une synthèse globale mais la fréquence, si vous voulez, de certaines lacunes, ça va se signaler comme problème. Alors, ça peut être.. Je ne sais pas des problèmes, dans la maîtrise de la langue, d'un aspect de la didactique, de l'évaluation, ou aspect psychopédagogique, tout problème de la communication, les techniques de l'animation. En principe nous identifions quatre ou cinq domaines: la maîtrise de la matière s'agissant des profs. d'anglais, c'est la maîtrise de la langue d'abord, bien entendue, avec tout cela il y a l'aspect culturel, la maîtrise du savoir linguistique et métalinguistique. Bon! le deuxième domaine c'est la didactique de la discipline, le troisième, mettons-le sous le chapeau pédagogie [relations avec élèves!] voilà! la communication avec la classe, la relation avec l'élève, les techniques d'animation et un dernier domaine qui est l'évaluation si on veut la distinguer de la didactique [et surtout sur le plan du changement des programmes en anglais, ça a créé de nouveaux besoins] Alors pour ça je vais vous indiquer une source d'information: c'est de partir .. peut-être j'aurai dû partir de ça. C'est à dire que le premier guide pour déterminer les besoins de formation, ce sont les programmes officiels..avant le programme, le texte qui définit les finalités du système éducatif, la loi Juillet 1991 qui indique les grands principes que le système essaye de concrétiser le système éducatif: faire que l'élève tunisien soit un élève ouvert, ayant un esprit critique, étant capable de participer à l'évolution de la culture mondiale, etc. Ceux sont les grands principes. Par ailleurs, un autre document de référence après la loi générale..mais ça c'est vrai pour toutes les disciplines. L'autre document important c'est les programmes officiels



et tout ce qui peut s'associer aux programmes. Evidemment, ça nous permet de savoir ce qu'on attend du prof. d'anglais. Un autre élément important..Un autre outil qu'on essaye actuellement de produire mais qui n'existe pas pour l'ensemble des disciplines, c'est ce qu'on appelle un référentiel des tâches et compétences de l'enseignant. Nous en avons élaboré un pour le français. C'est à dire pour tout corps de métier dont on veut assurer la formation continue, il est préférable de disposer d'un référentiel; c'est une sorte d'inventaire de ce que doit faire un enseignant dans les différents domaines et en rapport avec ça, qu'elles sont les compétences et y indique qu'elles sont les compétences qu'il doit maîtriser. Alors pour nous ça nous donne en quelques sortes le profil idéal: ce qu'il faut chercher à installer comme compétences. Donc, en tout ce qui est rapport d'inspection, tout ce qui est apporté comme information par la synthèse des rapports d'inspection c'est plutôt..ça va vous dire ce qui ne marche pas dans la formation des enseignants. Une autre source d'information, donc, j'ai indiqué la loi 1991, les programmes, les manuels, le référentiel des tâches et compétences de l'enseignants d'Anglais, la synthèse des rapports d'inspection. Une autre source d'information mais qui n'est pas encore suffisamment exploitée nous sommes un petit peu en retard de ce côté là encore. Nous le faisons mais pas suffisamment, pas d'une manière aussi systématique: c'est la consultation directe des enseignants puisque là tout ce que nous avons c'est plutôt tout ce qui peut constituer des documents de références: programmes, loi de 1991, etc. les rapports d'inspections c'est l'évaluation que fait l'inspecteur. Maintenant les personnes concernées directement [perçoivent] ce qu'ils attendent..ce qu'on appelle les attentes des personnes qu'on souhaite former. Ça nous l'encourageons mais nous ne le faisons pas suffisamment. Je veux dire on est conscient qu'il faut le faire.. ce que nous faisons au cours des actions de formation continue dans les CREFOCs. Nous demandons aux inspecteurs aussi d'interroger les enseignants à l'occasion de réunions au début de l'année ou à l'occasion d'entretiens mais il faut aller plus loin. Nous ne le faisons pas assez. Voilà à peu près les sources d'information. Oui!..Il peut y en avoir d'autres. C'est évidemment s'il y a une étude ou une recherche qui est menée par le Ministère de l'Education Nationale par le canal de l'Institut National des Sciences de l'Education. Donc, là, il peut, par exemple, à la suite d'une évaluation générale des niveaux, une exploitation des résultats des élèves dans les examens ou dans les établissements, elle peut nous permettre de signaler, de prendre compte de certaines insuffisances et donc à partir de ça, on va réfléchir sur des programmes de remédiation. I peut y avoir des nouveautés qui peuvent être introduites soit dans les programmes soit par le biais de la formation et donc, qui vont demander, par le biais de séminaires, un surplus de formation. Voilà à peu près les sources de formation, les sources qui nous permettront de déterminer les besoins de formation. Evidemment, ensuite il y a opérations techniques: c'est à dire ces besoins vont être traduit en objectifs de formation ou programmes de formation. Je peux vous donner des exemples de descriptifs de programmes de formation. Ce que nous avons essayé faire depuis l'an dernier: c'est d'éviter de faire le coup par coup.. ça ..ça peut être nécessaire c'est à dire qu'un inspecteur peu constater dans un établissement ou par rapport à un groupe d'enseignants donné qu'ils ont besoin d'un tel ou tel besoin en formation, ça se fait si vous voulez, au coup par coup mais ce que nous essayons de faire c'est des programmes sur trois années [une programmation à long terme!] Voilà, à moyen terme au moins pour essayer de couvrir l'ensemble des enseignants concernés. Voilà! Maintenant un de nos souhaits, une de nos ambitions c'est d'aller vers ce qu'on appelle une formation plus individualisée, une formation à la carte. Comme je vous disais tout à l'heure, nous partons d'une analyse des besoins, c'est une

analyse globale. Donc, on va dire, par exemple qu'en Anglais il y a besoin fort de formation en.. je dis n'importe quoi!..Bon, en langue..par exemple en didactique, en explication de texte [enseigner la grammaire communicative, par exemple] Voilà .. mais ça c'est déterminé par une façon.. à partir d'une moyenne d'observation en général. Donc nous servons en quelque sorte le même menu à tous les enseignants dans un cycle donné [oui, oui ?] ce qui ne correspond peut-être pas à la réalité par ce qu'il se peut qu'il y est 10 % qui n'ont pas besoin de cette formation que ça convienne à 50 % mais que 30% autres ont besoin d'autre chose. Là il faudrait arriver à une formation à la carte mais compte tenue de nos moyens actuels, nous ne pouvons pas encore le faire. Ce qu'il faut faire, c'est renverser un petit peu le fonctionnement de notre système au lieu de dire, "voilà nos programmes cette année" et donc l'appliquer à tout le monde c'est de définir des programmes et que les gens s'inscrivent en fonction de leurs besoins. Nous ambitionnons d'aller dans ce sens... je vous donnerai, rappelez-moi ça, des exemples descriptifs des programmes de formation. Allez-y pour la question

F: C'est la question 4: Est ce qu'il y a eu des changements sur le plan de la conception...des changements des programmes de formation continue résultant des changements des programmes en anglais ?

EM : Maintenant il faudrait poser les questions plus spécialisées, plus pointues, les poser aux inspecteurs qui ont travaillé sur les programmes de formation continue parce que là ils seront plus à même..vous pouvez le constater vous-même au niveau des descriptifs mais je préfère ne pas trop m'aventurer sur ça.

(Reads next question in Arabic. Researcher translates!)

F : Quel est le rôle que jouent les inspecteurs vous avez répondu plus ou moins..

EM : Enfin, moi j'ai parlé encore une fois du côté formation et ici la question se pose par rapport aux programmes.

F : Oui, c'est à dire qu'elle est la contribution des inspecteurs ?

EM : Oui, je vous ai répondu au niveau de l'analyse des besoins, donc, une contribution indirecte [de part leur..] c'est à dire ils font des rapports et leur évaluations. Ensuite, l'Inspection Générale fait un rapport de synthèse général.. Bien! Ces données qui nous viennent d'une évaluation de ce qui se passe en classe, en programmes de formation qui va le faire en ce moment nos techniques si vous voulez, nos ingénieurs, nos techniciens de la formation sont les inspecteurs de la discipline, on va constituer..ils vont s'entendre sur les grands axes de ce qu'ils entendent faire en matière de formation sur trois années et après on va charger des commissions de petits groupes d'écrire des programmes, donc de réaliser les descriptifs dont je vous donnerai des exemples. Aussi on leur demande un deuxième travail qui consiste à préparer des documents pour l'animation. Dernière page, c'est la réalisation [l'animation!] et c'est 80% les inspecteurs. Voilà ce que nous avons essayé de faire de nouveau. C'est peut-être que j'anticipe sur une autre question, ce qu'on appelle les formateurs et essentiellement les inspecteurs, mais nous avons ..c'est la troisième année cette année..nous avons construit un programme d'ailleurs en collaboration avec le British Council qui vise à former d'autres formateurs parce que le corps

d'inspecteurs ne suffit pas et surtout, beaucoup d'inspecteurs dans le cadre de la coopération avec pays arabes partent aux pays du Golf. Certains sont, donc, partis passer quelques années en coopération..donc il nous faut renforcer ces dernières années, il y a un tel recrutement d'enseignants pour le 8ème et 9ème. Donc, ça a généré beaucoup de stages..de programmes de formation et donc la tâche est devenue trop lourde pour les inspecteurs. Il faudrait élargir le cercle de formateurs. Il y a évidemment le noyau d'élite celui des inspecteurs..un noyau de groupe permanent mais nous avons aussi un deuxième cercle qui est formé par des conseillers pédagogiques qui est constitué d'enseignants du secondaire déchargés par 1/3 ou 1/2 de service pour des tâches d'assistance aux stagiaires mais ce sont souvent eux qu'on appelle aussi pour aider l'inspecteur en matière de formation..et puis maintenant, il y a un troisième cercle qui est constitué de formateurs: des enseignants qui ont été repérés par leurs qualités de compétences pédagogiques et qui ont accompagné les inspecteurs dans ces stages en Grande Bretagne et dans la formation en Tunisie. Notre groupe de formation pédagogique qui deviennent eux à leur tour des formateurs.

F : Et quel est leur rôle? Est-ce qu'ils agissent juste au niveau de leurs écoles ou lycées?

EM : Ils agissent au niveau de leurs gouvernorats..vous savez qu'on a 23 régions ? Donc! ils agissent au niveau de leurs gouvernorats [Alors ils peuvent aller visiter un stagiaire ou bien aider un autre enseignant!] Ah! Ils ne travaillent pas sur leurs établissements parce que les enseignants sont généralement appelés à se déplacer au CREFOCs et là le formateur ou l'animateur peut être l'inspecteur ou le conseiller pédagogique qui assure la formation.. c'est une expérience nouvelle donc!

F : Ils participent à la formation, alors ?

EM : Oui, ils aident les inspecteurs ; les conseillers dans les actions de formation [parce qu'en Angleterre ils ont un système de 'monitors'..c'est à peu près ce rôle là! c'est un professeur un peu 'senior' ce qu'ils appellent quelqu'un de bien expérimenté qui agit au niveau des établissements et qui fait du 'coaching'!] C'est un peu le système anglo-saxon. Nous c'est plutôt inspiré du système probablement, français ..Tu sais l'idée de conseiller pédagogique. [mais c'est très proche!] oui mais c'est vrai que ça peut être une très bonne idée qui serait intéressante de mettre en place. Je veux dire les gens le font spontanément. Un prof nouveau va naturellement aller vers le prof ancien connu dans le lycée pour demander des renseignements mais en Angleterre ça doit être beaucoup mieux organisé. Je crois ! [oui c'est un poste!] (reads question in Arabic related to the selection criteria of these teachers; whether it's the inspector who selects the conseiller pédagogique) Ici oui au départ c'est l'inspecteur de la région qui va repérer quelqu'un qui donne, j'imagine, de bons résultats en classe et qui déjà donne les signes.. les marques de compétence dans le domaine de formation [et ils pourront être des futurs inspecteurs !] Pas automatiquement ! C'est à dire par la formation qu'ils ont reçu, ils vont sûrement préparer au concours d'inspecteur [oui bien sûr, il faudra passer par le concours] (looks at questions trying to find next question. Researcher points out that seven out of eight have been covered!)

F: Est-ce que les professeurs formateurs sont en train de suivre une formation quelconque? Est-ce qu'on est en train de leur donner une formation spéciale?

EM: Oui, c'est à dire le programme qu'on est en train de leur donner exclus les gens qui partent en coopération. Dans les stages on ne peut plus impliquer x ou z..et la formation ne propose plus certaines bourses [eux aussi ils ont des problèmes!] On ne peut pas imaginer d'envoyer des milliers de professeurs en Grande Bretagne. Donc, ce qu'on fait dans le cas des programmes de coopération, d'ailleurs c'est le cas avec la France, peut-être la France est une exception parce qu'ils nous accordent quand-même des bourses et des stages d'été pour les profs..des stages de quatre semaines. Et ce qu'on fait avec les Britanniques, et d'une façon générale, dans les programmes de coopération en général, on investit surtout dans la formation des formateurs..donc ça nous permet d'avoir des groupes solides de formateurs et qui auront la charge par la suite donc, de réaliser les programmes de formation dans leurs régions. Donc, nos stages, par exemple, là je crois que c'est une.. je ne me rappelle plus précisément.. je crois que c'était 45 personnes qui ont été.. je crois que c'était le cas de stages de 15 personnes avec..on a eu un très bon responsable de projet qui est Dave Allen, qui est très connu..ce sont des stages qui ont été organisé à Norwich et qui sont préparés aussi par des séminaires en Tunisie. On les réunit d'abord, on leur donne une première préparation, ensuite ils vont pour un stage à Norwich alors  $3 \times 15 = 45$  Rappelez-moi de vous donner les programmes de ces stages parce que c'était très bien fait et [c'est une expérience vraiment intéressante pour la Tunisie!] oui, absolument..

(Reads aloud question on the relationship between the training of teachers of English at university and their professional training on the job and on the collaboration between the training institution and the university)

EM : Eh bien! disons que..(silence) actuellement, les années si surtout par rapport aux langues étrangères on a la chance de disposer d'une aide pour le français, l'anglais, l'allemand, l'espagnol et l'italien, dans le cadre de la coopération bilatérale. Ça nous permet de disposer d'une formation pour nos formateurs; parfois des stages pour les enseignants à l'étranger [ mais c'est un nombre réduit] oui..Bon! Sauf pour le français. Tout est relatif parce que le nombre de professeurs de français [est beaucoup plus important] mais ces dernières années, nous avons eu des bourses de stages pour l'été réduit

F: Et pour l'anglais c'est combien?

EM : Pour l'anglais, il n'y a pas de bourses pour les enseignants.

F: Ah non?

EM : Sauf comme je vous ai dis pour les professeurs formateurs qui sont 15 bourses.. nous préférons les utiliser pour consolider la formation des formateurs. [oui bien sûre!] et à leur charge de percuter.. Il y a d'autres langues, le nombre d'enseignants permet, par exemple, pour l'espagnol nous avons 15 à 20 bourses dont le nombre déjà de profs d'espagnol: il sont une cinquantaine, l'allemand une centaine, l'italien à peu près ça. Donc, on a une chance de pouvoir faire sortir les enseignants de les recycler à l'étranger [pour les profs d'anglais nous avons des linguistes, par exemple, des universitaire..] Ah! Ce que je vous ai dis pour la coopération, c'est pour vous dire qu'on a la chance de disposer de moyens et que dans le cas de l'anglais, nous avons une double coopération avec les Anglais et les Américains qui nous permet déjà d'organiser..depuis lundi..depuis hier, d'ailleurs, où on a des experts américains-- deux

expertes dames qui viennent faire une tournée dans cinq centres qui nous permet de toucher une bonne partie du corps enseignant. Il y a aussi une série de séminaires qu'on a organisé comme ça pour les enseignants d'anglais à part les actions qui sont prises en charge par les inspecteurs et les formateurs locaux. Nous avons après de quoi subvenir à nos besoins. Ceci n'exclut pas qu'on aye recours à des universitaires surtout si les besoins se font sentir dans le domaine du recyclage des inspecteurs ou des enseignants. La coopération avec les universitaires n'est pas facile dans le domaine de l'anglais. Je ne sais pas, on a le sentiment que les universitaires d'anglais sont assez exigeants peut-être qu'ils sont pris par d'autres activités. Donc, il n'y a pas cette disponibilité qu'on trouve dans d'autres disciplines par rapport aux universitaires tunisiens. Voilà, il n'y a absolument pas d'obstacles..ou d'empêchement de principe. Au contraire, d'ailleurs, tout inspecteur peut faire appel à un universitaire s'il en a besoin et ça peut..se fait parfois. Une autre question?

F: Peut-être qu'on pourrait passer à la question en ce qui concerne les experts anglais ou bien les experts étrangers en général. Comment est ce que vous leur communiquez les besoins des tunisiens?

EM: Alors! c'est nous qui déterminons à partir du type d'analyse dont nous parlions tout à l'heure..selon l'analyse des besoins que tel ou tel expert soit proposé..ça s'applique soit pour experts américain ou britanniques.

F : Alors vous entrez en contact avec le British Council ?

EM : Oui le service du British Council ou le Centre Américain et il vont à la recherche d'un tel ou tel intervenant qui va assumer cette formation et ensuite il propose ces thèmes. Ce qu'on a essayé de faire et s'était un contrat même avec les britanniques. C'est que maintenant nous essayons systématiquement d'associer les intervenants tunisiens aux séminaires animés par les britanniques. Au départ dans la première journée, il y a une rencontre entre les inspecteurs et les intervenants américains ou anglais et ils s'entendent sur qui va faire quoi et précisent avec eux les contenus et les démarches..ceci pourquoi? Pour que les formateurs n'ont pas de complexes vis à vis les experts que ; ça soit une occasion pour eux [d'entrer en contact] de montrer leurs compétences, d'entrer en contact et de consolider les formations. C'est un aspect positif..ça aussi! [et aussi du côté des experts étrangers, ça doit être difficile pour eux de comprendre la situation ] oui en principe, on donne tout type d'information..on donne les programmes [les livres] pour qu'ils s'informent mais c'est vrai qu'il peut y avoir des surprises pas très bonnes. C'est à dire, si la personne ou un intervenant étranger ne s'adapte pas c'est pour cela que nous prévoyons une journée de préparation en commun. L'expert qui débarque ne va pas tout de suite travailler avec les enseignants..il y a une journée de préparation. C'est peu mais c'est mieux! Ça permet déjà de préparer. Voilà! Vous avez d'autres questions? Si vous voulez par la suite qu'on se revoie [oui, oui mais vous avez une réunion! Merci...] Si à partir de ces données, vous voulez éclaircir certaines questions, vous verrez s'il y a des questions plus profondes [oui, oui merci..mais vous avez un rendez-vous important ] Je vais vous mettre en contact avec quelqu'un pour vous donner les documents...

(We both walk out of his office to the office of the Chef de Service) END.

## APPENDIX 5.4

## PROFILE OF THE PARTICIPANTS

	Gender	Experience	Admin. Status	Levels taught	Educational Background
Teacher1	M	14 years	PP	All except BE	BA + 1 year in U.K.
Teacher 2	F	2 years	PES	All + 8 <sup>th</sup> form	BA + 2 months in U.K.
Teacher 3	F	20 years	PES	All + 8 <sup>th</sup> & 9 <sup>th</sup> year BE	Fr BA + 1 year in U.K.
Teacher 4	F	8 years	PES	All except BE	EN BA + 1 year in USA
Teacher 5	F	2 years	PES	4 <sup>th</sup> and 5 <sup>th</sup> form	BA + 3 months in U.K.
Teacher 6	F	17 years	PP	All + 8 <sup>th</sup> and 9 <sup>th</sup> year BE	BA + 1 year in U.K.
Teacher 7	M	4 years	PES	All levels old	BA + 2 months in U.K.
Teacher 8	M	4 years	PES	All except BE	BA + 2 months in U.K.
Teacher 9	F	20 years	PES	All except BE	BA / 'no stay abroad'
Teacher 10	M		PP	All except BE	EN BA + 1 year in U.K.
Teacher 11	F	17 years	PES	All except BE	BA + 1 year in U.S.
Teacher 12	M	3 years	PES	4 <sup>th</sup> and 7 <sup>th</sup> old	BA + 2 months in U.K.
Teacher 13	F	8 years	PES	All (old) + 8 <sup>th</sup> and 9 <sup>th</sup> form	EN BA + 2 months in U.K.
Teacher 14	F	3 years	PES	4 <sup>th</sup> form (old) + 8 <sup>th</sup> & 9 <sup>th</sup> form BE	BA + 2 months in U.K.
Teacher 15	M	11 years	PES	All + 8 <sup>th</sup> and 9 <sup>th</sup> form BE	BA + 2 months in U.K.

## **APPENDIX 5.5**

### **SCHEDULE OF INTERVIEW WITH TEACHERS**

#### **1. BACKGROUND**

- 1.1 How long have you been teaching ?
- 1.2 Have you taught in different schools before ?
- 1.3 Have you had a different job before taking up teaching ?
- 1.4 What levels have you taught before ?
- 1.5 What is the average number of pupils in your classes ?
- 1.6 What is your administrative status ?

#### **2. PREVIOUS EXPERIENCE AS LEARNER OF LANGUAGE :**

- 2.1 What can you recall about the ways you were taught language (English or French)?
- 2.2 What did you like/dislike about your previous language teachers ?
- 2.3 What kind of language learner were you ?
- 2.4 What did you do to study English in and out of class ?
- 2.5 Did you have an opportunity to spend some time in an English-speaking country ? Can you tell me about it ?
- 2.6 How beneficial was the experience for you as a teacher now ?

#### **3. UNIVERSITY EDUCATION :**

- 3.1 How helpful did you find your university studies for you as a teacher ?
- 3.2 Which of the subjects that you studied at the level of the Maitrise was most helpful to you as a teacher ?
- 3.3 If you had a course in TEFL or Applied Linguistics, how helpful did you find it ?

#### **4. PROFESSIONAL KNOWLEDGE :**

##### **4.1 SUBJECT-MATTER KNOWLEDGE**

- 4.1.1 What kind(s) of knowledge does a teacher of English in Tunisia need to have in order to perform his/her job properly ?
- 4.1.2 Do you ever feel the need to deepen your knowledge about a certain aspect of the course content ? If yes, can you give a concrete example of a situation of the type ?
- 4.1.3 How important is it for teachers to know about the content of the English syllabus ?
- 4.1.4 How important is it for teachers to know about the textbooks in use ? If yes, why is it so ?

## **4.2 PEDAGOGICAL KNOWLEDGE**

- 4.2.1 In terms of pedagogy, how important is it for teachers to know about the different teaching methods such as the Grammar Translation Method, the Audio-lingual Method, the Communicative Method and so on ?
- 4.2.2 How important do you think it is for teachers to master the techniques and procedures related to different methods ?
- 4.2.3 Would you be in favour of the idea that teachers of English in Tunisia be 'eclectic' ? If yes, in what way can they be 'eclectic' ? Can you give me an instance when you in your own teaching are 'eclectic' ?
- 4.2.4 What would you say to teachers who stick to one method ?
- 4.2.5 When is it that after observing a teacher in action you say, « this is a 'competent' teacher » ?

## **5. COLLABORATION WITH TRAINERS AND FELLOW TEACHERS :**

- 5.1 How important is it for teachers to be in harmony with their trainer ?
- 5.2 How important is it for teachers to be in agreement with the other teachers of English in the school in terms of pedagogy ?

## **6. ISSUES RELATED TO THE ELT CURRICULUM :**

- 6.1 What role do the types of activities used in class such as pair-work, group-work, problem- solving and so on play in a learner's success in learning English ?
- 6.2 Judging from your experience, what do you think is the role of interaction in the classroom in bringing about success with learning English ?
- 6.3 How important is it that teachers train learners to be autonomous when learning English ?
- 6.4 Judging from your own experience in class, what role do learners generally expect from their teachers ?

## **7. VIEWS OF PROFESSIONAL DEVELOPMENT :**

### **4.1 PROCESS OF LEARNING TO TEACH :**

- 4.1.1 Thinking about your own experience as a beginner, what kinds of things did you have to learn during that period ?
- 4.1.2 What are the sources of a teacher's learning how to teach ?
- 4.1.3 How valuable for practising teachers is the acquisition of theoretical knowledge from applied linguistics books and specialized journals ?
- 4.1.4 What role did senior colleagues play in your process of developing as a teacher ?
- 4.1.5 What role did your professional training (stage) play in your process of developing as a teacher ?
- 4.1.6 What precisely do novice teachers learn from observing 'demonstration lessons' ?
- 4.1.7 Thinking about your experience with the 'memoire', how valuable was this work for you as a beginner ? What did you learn from preparing it ?



## **4.2 PEDAGOGICAL KNOWLEDGE**

- 4.2.1 In terms of pedagogy, how important is it for teachers to know about the different teaching methods such as the Grammar Translation Method, the Audio-lingual Method, the Communicative Method and so on ?
- 4.2.2 How important do you think it is for teachers to master the techniques and procedures related to different methods ?
- 4.2.3 Would you be in favour of the idea that teachers of English in Tunisia be 'eclectic' ? If yes, in what way can they be 'eclectic' ? Can you give me an instance when you in your own teaching are 'eclectic' ?
- 4.2.4 What would you say to teachers who stick to one method ?
- 4.2.5 When is it that after observing a teacher in action you say, « this is a 'competent' teacher » ?

## **5. COLLABORATION WITH TRAINERS AND FELLOW TEACHERS :**

- 5.1 How important is it for teachers to be in harmony with their trainer ?
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## **6. ISSUES RELATED TO THE ELT CURRICULUM :**

- 6.1 What role do the types of activities used in class such as pair-work, group-work, problem- solving and so on play in a learner's success in learning English ?
- 6.2 Judging from your experience, what do you think is the role of interaction in the classroom in bringing about success with learning English ?
- 6.3 How important is it that teachers train learners to be autonomous when learning English ?
- 6.4 Judging from your own experience in class, what role do learners generally expect from their teachers ?

## **7. VIEWS OF PROFESSIONAL DEVELOPMENT :**

### **7.1 PROCESS OF LEARNING TO TEACH :**

- 7.1.1 Thinking about your own experience as a beginner, what kinds of things did you have to learn during that period ?
- 7.1.2 What are the sources of a teacher's learning how to teach ?
- 7.1.3 How valuable for practising teachers is the acquisition of theoretical knowledge from applied linguistics books and specialized journals ?
- 7.1.4 What role did senior colleagues play in your process of developing as a teacher ?
- 7.1.5 What role did your professional training (stage) play in your process of developing as a teacher ?
- 7.1.6 What precisely do novice teachers learn from observing 'demonstration lessons' ?
- 7.1.7 Thinking about your experience with the 'memoire', how valuable was this work for you as a beginner ? What did you learn from preparing it ?

- 7.1.8 Would you recommend that teachers undertake research as part of their regular work ?
- 7.1.9 After being confirmed, what should teachers do to keep developing as professionals ?

## **8.2 TEACHER DEVELOPMENT AND THE INTRODUCTION OF CHANGE :**

- 8.2.1 Considering the present situation of ELT in Basic Education and Secondary schools, what should be the focus of the *Formation Continue* (regional seminars, study days, etc.) in terms of content ?
- 8.2.2 If trainers were to introduce change in pedagogical practice, which would you be interested in practice or theory ?
- 8.2.3 If trainers meet resistance from teachers, what would you recommend that they do as solution to this problem ?
- 8.2.4 What can be the individual teacher's contribution to the process of promoting change in teaching ?
- 8.2.5 What role do visiting foreign specialists play in promoting change in teacher practice in Tunisia ?

## **8.3 CAREER ADVANCEMENT :**

- 8.3.1 To your knowledge, what can be the ways for a Tunisian EFL teacher to advance in his/her career ?
- 8.3.2 How important is for teachers to have opportunities for career advancement ?
- 8.3.3 Would you consider seeking further qualification as an attractive form of career advancement ?

**APPENDIX 5.6**  
**TRANSCRIPT OF INTERVIEW WITH TEACHER 1**  
**(September 26, 1998)**

F: Thank you very much for coming for this interview.

T: You're welcome!

F: The first part of this interview is about yourself as a teacher. Would you like to introduce yourself?

T: I'm xx. I was born in Gabes. I studied in Metouia or precisely in Tunis. Then I got my Bac in Gabes then I moved to Tunis. In Tunis where I spent four years, alright?

F: How long have you been teaching?

T: I've been teaching for 14 or 15 years now ... In x.

F: You taught in the same area most of the time?

T: Yes.

F: Have you taught in different schools during that period?

T: Yes, I taught in two different schools. First xx and then xy. Apart from private schools [and what are the levels you have taught so far?] In the beginning I had young kids; that is, beginners and for the last four years I've been teaching advanced levels... 6<sup>th</sup> and 7<sup>th</sup> form; either in private schools or in xy school.

F: Have you had any experience in teaching 8<sup>th</sup> and 9<sup>th</sup> form Basic Education?

T: Not yet!

F: And what is the average number of pupils in your classes?

T: 35, 36, 37 something like this; average. This year and last year and the year before, I had about 40 kids [wow! in the 7<sup>th</sup> form?] in the 6<sup>th</sup> form 40 pupils **now**... *Lettres*... 6<sup>th</sup> form Arts!

F: Have you been involved in any different job before?

T: Well, I don't know whether you knew or not but before teaching, I was a kind of interpreter for KUNA (Kuwait News Agency) eh... for about one year. I had to translate the news in English and in Arabic for just one year in Ariana, Tounta [yeah] and then because of

a little problem you probably do not want to know about (interviewer laughs), I had to... I had to go to teach.

F: OK! Now I'm going to take you a little further back to the days when you were a learner of language. We all learnt French, English in the old days. May be you learnt another language.

T: What do you mean?

F: Another language like German or Italian!

T: I once tried to learn Italian but when I got stuck, I actually left.

F: OK. That was part of the "*degré*" experience in university.

T: Yes.

F: OK! So, what do you remember about your experience as a learner of language?

T: Oh! I do remember good things and probably I was lucky because I had good teachers especially of English. When I was in fifth form, I had a very young lady-- about 21. Something like this. She was terribly beautiful! (interviewer laughs). I don't know how I knew some words in English so I remember the first day when she came in and she said, "do you speak English?" I said "Of course!" and that was the only word I knew. So, she encouraged me and I don't know how she contacted another school in Cardiff in Wales and she sent my photo and address and a lot of information about myself and in two-week's time, I received about six or seven letters, so I chose [so you started corresponding!] Exactly! And my friend xx so we kept corresponding for about... Let me remember when I stopped (silence) I stopped when I was in the second year [of teaching!] No, of my undergraduate studies at university. When I went to England, I was received by her and her husband, you see? I was taken to Cardiff and had a lunch with them, yeah? And then left.... So this helped me a lot and I still remember how she taught because she was young. I will always remember how she was always laughing. She was always smiling. Probably if you ask my kids in xx, they will tell you that Mr X is funny. So I like fun [aha!] so this is one of the teachers [that you'll always remember!] Yes, and I still remember another teacher of English, Mr X. Now he is [an inspector somewhere in the Gulf] and that was crazy (both laugh) so he was very active..very active in the classroom and he didn't bother to say any word he wanted [what kinds of words?] words in Arabic. He used to mention these words in Arabic if he wanted to swear or to say something. He was very courageous! [Was it an all-boy school?] No, it was not a segregated school! (interviewer laughs), it was mixed, co-educational boys and girls together...and he used pictures. He used visuals and at that time this was rare. He acted in the classroom. He was kind of a clown very often. If you want him to be an old man, he could do it. If you want a teacher, he could do it. Everything! Every role. And finally another teacher of Arabic. I'm still influenced by these people. This teacher respected his kids very, very much and he still does the same thing and you cannot imagine how he respected us and we respected him fully. He wouldn't smoke in the

classroom because of us. Now I don't smoke in the classroom because of the kids [though I know you're a heavy smoker] **I'm not!** [You're not?] (interviewer laughs) No, I smoke very often once in the morning; just one cigarette [Ah!] per hour, so just in the break eh... Other things, he was very kind; a kind teacher. He used to advise every kid for his behaviour [in a gentle way!], to look after copybooks, after pens, etc., and still does the same thing. So these are the teachers... And I was very nosy in a way that [a nosy learner?] yes, a nosy learner. One day, I was in the third year and I was studying French and I had a teacher whose name was X alright? And I wanted to speak French fluently; to be as fluent as him. By the end of the session I said "Sir, can I get a bit of help from you?" He said, "What do you want?" so I said, "I want to speak French like you" (interviewer laughs). He said, "Well, X, you know how to learn French?" I said, "No!" and he said, "try to be a baby"... "What do you mean?" I asked. He said, "How does a baby learn in a Tunisian family? Does your mother sit in front of him and oblige him to repeat or to say or write anything?" I said "No!" He said "Just listen. Listen. He will try to listen or read. Try to find a word repeated twice or again and again and again! The first time when you find a word... For example, 'get on' you will not understand it. The second time you will not understand it but surely the third, fourth or fifth time you will understand it. Like a baby when the mother says "bring me the glass", the mother doesn't say what 'glass' is [yeah]. The second time when the mother asks the child or his brother to bring the glass, the second child understands and he can bring you the glass so the baby can watch and control what the glass is "aha! a glass is **that**" [that's a glass]. Tomorrow you break the glass and your mother says, "Hey, you broke the glass!" So it's a kind of reinforcement so you understand 'glass', 'glass', etc. So I wasn't really satisfied with his answer at that time so I did the same thing. I read many books and I repeated words that my teacher used to say so that's how I learnt [so you did that with English as well!] I do yeah! What we call a kind of ----- today. So, some kids do not understand today even in the form. So I say "try to listen, try to understand. If you don't understand, you will listen to your friend saying the same thing and you will understand"; **which is true.**

F: Yeah and the other thing is that you had your '*Stage Linguistique*'. When you went to spend a year in...[in London] In London? How was it?

T: Ah! (A deep sigh and laughs) eh... It was really a good experience and I was lucky probably because I didn't live with a family [No?] No, not with a family! I was with three guys: a teacher of English. He was English but he taught geography in my school and one from Switzerland. This guy X and another student Ian from England and we used to live in the same flat. Together boys so I had this chance to speak with teachers, with students and two students from different universities [and you were all teaching in the same school or?] we weren't teaching. I was a teacher... One was another teacher in the same school and then two students from different universities [yeah!] so we went to universities and ... Living with boys. We had two cars..not me! I did not have a car but X had a car and Ian had a car so we went to different places. We never slept before one o'clock and one of my friends and colleagues who were in England X would come every Saturday evening and we used to spend all the evening either in the theatre or in the cinema and we went to Bob Marley and we went to every place! And at the same time I was with X. We went to the same university and we often went to university and we [attended courses?] attended certain courses and we played and we met a lot of people... Worked in a Bingo [Ha!]... We worked for a whole year

and that was also a very good experience as far as the English language was concerned because when you mingle and talk with people, you have to learn the culture. How things work, how precisely words are pronounced, how we say that, etc. So, it was a good exposure to the real English culture whether in university, at school, in the road, at work... I mean, in the bingo, in bars. We worked in bars and we talked a lot!

F: I'm sure you valued it then as a student but when you started teaching, how did you find that experience? That is, its influence on you as a teacher?

T: Yeah, I was very happy and I probably realized that without that little training in England, I don't think if I could teach because when you teach... I'm still wondering how a person can teach English without having spent at least a couple of months in England. [Aha!] Many kids ask me, for example, "How do you say '*Bon Appetit*' in English?" [Yeah?] And many of my colleagues today say, "good appetite!" and many of my kids ask me the same question and I say, "I don't know! We don't say that in English. I've never heard English people say "Good Appetite!" [Yeah, they say '*Bon Appetit*'] They say '*Bon Appetit*' in French? The expression in French? English people usually say, "Well, enjoy your meal" and so this is quite cultural and some teachers who have never gone to Britain [have difficulties?] Of course, they try to translate word by word '*Bon Appetit*', 'Good Appetite'. So I was lucky and I really considered that a fruitful experience and said, "thank God! I know how English people communicate" [yeah] when they say what, how they say what and this was very good for my kids because I taught them. We're speaking about the functions today so this is how we communicate. So it was a fruitful experience and it had a great influence on my teaching experience [yeah?] F: I know in our times we didn't have a course in pedagogy or in applied linguistics or TEFL or anything

T: You mean at that time?

F: Yeah!

T: I know at that time we didn't have a course in pedagogy or applied linguistics or TEFL or anything. You mean at that time?

F: Yeah! as university students. So when you came to teach eh... did you feel that that was a problem?

T: Not at all! I'll tell you what. When I first began teaching in X, I taught about one week and I had the inspector in the back of the classroom... in the back of the classroom and it was X [yeah!] and so what is he going to test? I know how to speak English. I can... I had that previous experience from my teachers; how to teach using pictures, using visuals, acting in the classroom... Being like an actor eh... so when the session finished, Mr X's first question was, "I suppose you have taught!" I said, "Never been in a classroom. I taught French in England" So **that** was important as well and it is simply because I had that spirit of a teacher and how a teacher behaves in the classroom. I had that experience and I know how... **May be** it was innate! Probably because [but you had good examples!] Yes, I had good examples. I had my past full of teachers and then even when I taught in a school in England, one of the

last words that my Director or Head of department said when I was in the airport going back to Tunisia... She said, "let me tell you just one thing; you will be a successful teacher!" This was the last sentence. So, I don't know... Probably these words encouraged me and...so, I was also encouraged by X. He said, "You did well. You're a valuable teacher and..I don't know, without previous experience and without anything, you were able to manage to do what you did!" and he gave me the responsibility of giving a kind of '*leçon temoins*' [from the first year?] No, from the first month. Probably that little past...that little experience in England.. Probably my brother [yeah?] Yap! He was a teacher. He is **still** a teacher. He's teaching in primary school so he gave me the idea of using slates and I was the first teacher of English to use slates in the classroom (*les ardoises*). I used them in 1983-84 [how did you use them?] I used them with the fourth form..with beginners. For example, for spelling, for pronunciation at that time [using phonetic symbols] how you write the phonetic symbol, for example, [ai] what is the letter that you can hear? For example, for 'bicycle', find the vowel sound. Used them for games, for writing the names of animals, writing the colours... So we used them for different purposes; for dictation sometimes, group-work, pair-work. Allright? So...[so before the introduction of the Communicative Method] **Before !** (both laugh)

F: OK! Now thinking of the situation in Tunisia, the context we have and the teachers around you, What kind **or kinds**, I don't know, of knowledge that a teacher needs to have in order to teach appropriately and give suitable tuition?

T: Right! One very important thing. If that teacher today is gonna teach English [em] should be very familiar with English culture. That's number one...[English and American, I suppose!] Sorry? Eh... English and American. Anyway, in an English-speaking country. So this is very essential so that when you teach a language, you teach it in its own culture [you know what you're talking about!] You know if you talk about a 'pub', you know what it is and you won't say, "it's a bar!" [or 'hot dogs'] (interviewee laughs) Eh... so this is the first thing. Second thing, the person should master the language [yeah, yeah]. He should master the language [in terms of fluency?] language! English language! He should know how to spell a word, how to pronounce it. I don't know. It means when a pupil asks you "how do you write 'leisure'?" You're not going to say, "let me check". Very often we have this problem even with teachers of Arabic who don't know whether a word is written that way or that way. So, it doesn't matter you can use dictionaries but most of the time the teacher should be ready for any question about grammar, about language [pronunciation!] "Last time we saw 'Can I go out?' and today 'may I ask a question', is there any difference between them?" A teacher should **not** say, "Well, we will see that" Hey? [Or you will understand] You will understand that next time! You can say, "both can be used. You can say, "You can ask 'can I ask' or 'may I ask'. It's a polite form." and go on. He should be ready. He should know the English language and its culture. Second thing... a teacher should... needs to acquire...(silence) that gift. I don't know I said that word 'gift'... He can be a teacher or he cannot. One of the two! Many say we have experience. It is true getting experience in how to teach but you cannot become a teacher afterwards. Whether you know it or not. You can be a teacher or you cannot. It's one or the other [it's the way you convey...] you have to convey. It's the way you manipulate yourself. You have to be. How can I say...[flexible?] **Very flexible.** You are an actor in the classroom. You are a trainer. You are a coach. You

are a comedian. You are everything in the classroom! Very often you are a teacher. Yes! You speak and explain but very often you are a teacher, yes! You can explain but very often you are a stranger, an outsider and you look at your kids..performing something and very often you are an actor. You are acting when you say, "What do you mean 'to smile'?" Try to smile and full-stop (interviewer laughs) alright? So you should be an actor. If you are ...

#### TAPE ONE SIDE B

[So...] So if you're afraid or ashamed of doing something in the classroom, for example, acting or showing to the kids a kind of gesture or a smile or a weep or a cry eh... If you cannot perform that, you cannot be a teacher [em] A teacher is everything. Eh... finally the last thing I would consider for a teacher to be successful, is the knowledge of the psychology of the kids [hem]. The psychology is very important! You should know where your children or your students come from: from poor families or rich families, if they have problems and this can be done by just getting in touch with your kids. Be closer to them! I was really surprised last year by a group of teachers who say you must be far away from the kids. I was really surprised I was flabbergasted. I said, "**that's impossible!**" Be as close to the kids as possible. Being close to the kids doesn't mean you are going to break ice. If we break the ice more by being close to the kids, it means let your kid have faith in you and your kid when he believes in what you say, he will listen to you and he will obey you and you will have a very nice atmosphere in the classroom [em]. So you can do your job in the best way eh...you will have no problems and if you do solve these problems in the classroom, I suppose that everyone will do his best to understand you and you will have communication and you will have everything ready.

F: And how do you use the information about the psychology of your students?

T: Eh.. I mean we should insert a part in the programme in the university about the psychology of the kid. That's very important we studied this in the secondary school if you remember [yeah, yeah] Freud, etc. and I suppose it should exist in the university for those students whose career is gonna be teaching [in teaching] yap! Probably we have to say, "Well... From the third year in the university... we say, for those who want to be teachers, that they are going to have a special subject which is psychology, etc. and that they are going to learn how to cope with the kids and how to deal with them when there is a problem because many teachers today come to the classroom and if they see someone putting his hand onto his head, they say "get out!" [yeah or punish him] or punish him which is really crazy because you don't know where this person has come from.. Who told you that he was not having a lot of problems between him and his father or mother or problems between the mother and the father or whatever problem [or a problem with other students]... I don't know. So if you listen to the kid, he'd tell you, for example, "this morning I had a row with my father" or "there are lots of problems between my mother and father and divorce...", etc. Just go to school and see the files of the kid [yeah, yeah!] and you will see there are problems...terrible things. So, this is very important!

F: Yeah and this question of knowledge of the teacher especially background knowledge



about a variety of subjects [hem!]. How important do you find that for a teacher in our context considering the programme we have to deal with... the content of our programme?

T: Eh... Well, this is the tools and arms of the teacher. If he doesn't know something that means he lacks [hem] and if he lacks that's a problem and I think a teacher should probably in the past as was the case for us teachers... We didn't study ... We were arts students so we didn't see many [economics or ...] scientific subjects or economy so I remember the first year when I taught the form "*section sciences*", we had a problem with meteor, meteorite and scale quantity, etc. [velocity and ha! ha!] so I said, "well, it wasn't my mistake because we did not see anything of that". Today, I suppose, in the secondary school pupils are exposed to everything; to banking, to agriculture, to marriage, to violence, to everything... So if they continue doing that in university, ... with a variety of text and studying economy, studying farming, studying education, etc. etc. I suppose the teacher ... When he becomes a teacher or as soon as he becomes a teacher, I think he would be ready to tackle any text and will have no fear of any text type.

F: So, what do you advise the teachers who are nowadays teaching with the new textbooks to do?

T: Teachers should be equipped with what we call 'jargon' [the jargon] and the necessary vocabulary related to such subject. If the teacher lacks or feels he is lacking something in that, he should go to a library or to a bookshop [before he teaches...] before teaching the course, of course! And trying to bridge the gap otherwise, it will be impossible or it will be a crime if you don't know how to say that or you don't know how to teach economy or to say some words related to economy, it's your business. It's your crime!

F: One teacher was teaching a lesson on the different types of drugs and she felt she did not know what types of drugs there were er...

T: Yes, that's a problem and probably it is one part also of the training sessions the inspectors are doing today. Why don't they invite a kind of expert [yeah!] and try to have a little workshop or at least to make the teachers who don't know such things to become familiar with them [have a collection of files or...] yeah.

F: When you talk of pedagogy itself, part of pedagogy is the knowledge of the different methods; the Grammar Translation, the Audio-lingual, the Direct Method, the Total Response and so on. How important do you think that ... How important is it for a teacher today to know about these different methods because there is a question whether he should at all!

T: Let me tell you a joke. We had a seminar some years ago. That was in 1985 and I was still a new teacher and we had a kind of group-work and one of the inspectors of the south came in and they were looking round the different groups [yeah] I had a text in my hand with some of my friends and I said, "I can do what we call the S-Q-RR in this text" and the inspector said "What?" and I said, "the S-Q-RR.!" That was an inspector I'm not going to mention his name. I said well the SQRR is this and this. "Aha!" he said "I did it in my

classroom but I never heard of the word SQRR" which means that a teacher uses something without knowing.. [labelling] labels. You see . I mean this is rubbish giving names to everything this is this method, this is this method... I don't think there is a 'good' method and a 'bad' method. There is a text which asks for a particular method and there is a method for a special text or a special time. It is probably true that a teacher needs to know what is what eh.. This is probably the case in seminars, etc. but I don't think the teacher needs to say to his students, "today I'm going to practice SQRR alright?" (interviewer laughs). "Today I'm going to use this or that" No, this is good when teachers have to go to this... what you like a kind of technical words that teachers and inspectors use so that...[they have a common language] yes.

F: So would you suggest at a pre-service stage may be like us at university during the fourth year we have the TEFL Methodology course so it covers aspects of the teaching methods?

T: Yes, that's a good idea. At least present every technique and show what? [Examples?] Examples and the benefit of it or...and then...[so they may know] so that you let the teacher **choose**.

F: Because sometimes I wonder if we have a teacher who has just graduated this year, that teacher probably was taught through *Communicate in English* in his/her secondary education and is going to go into teaching to find the Communicative Approach in place so I really wonder whether this person is going to feel about the Audio-lingual Method the same way **we** felt about it [Ah!] (sigh) because not only we've experienced it as learners, we've experienced it as teachers.

T: Let me say something. Today, believe me if I say that today we misunderstand what we mean by the Communicative Approach [aha] Alright? 'Communicative' is understood as communicate [talk!] just talking let the kids speak and you speak and you ask questions and you know how to ask...Don't write too many words on the blackboard and so on.... and this is what many new teachers do. They say, "Didn't you say 'Communicative'?" Aha! Some other people say, "Hey! Be careful 'Communicative' doesn't mean that you speak and you answer... speak and answer. You must do that. You have to... Again we need some of the teachers from university and inspectors to come to these teachers and expose everything and make things clear. It doesn't mean when we have the Communicative Approach we have no grammar. "Forget about grammar!" No, grammar is essential. We studied the 'deep structure' in linguistics and we know grammar is there whether we like it or not. We always use grammar when we speak whether we know that we are using grammar or not, grammar is there. So how can we forget grammar? [or avoid it] You talk, you speak but be careful! Alright? [hem] The backbone of your lesson can be sometimes be a structure in grammar. It can be a certain function, a certain vocabulary so everything goes together. So a teacher today, I think when he goes in, he has a... an idea that we are using the Communicative Approach, just let your pupils repeat or say something [pair-work!] yes pair-work is a non-sensical activity, I mean, when you don't know **when** to use it or **how** to use it. The activity is done just to satisfy the inspector. I mean, group-work for what... What's the purpose? What's the activity? It's an activity which doesn't require group-work. It's an activity that cannot be done in the beginning of the session. It's an activity that has no relationship with

what you're doing. You simply want to satisfy an inspector so you say, "Well, this is group-work. This is group-work. This is role-play [you want me to do pair-work so I'm doing it] so I'm doing it.

F: Yeah! I'm really concerned with this idea of 'eclectic' and 'eclecticism'. How, in your opinion, can a teacher in our context be 'eclectic'?

T: He **must be** [em! Like by using...?] 'eclecticism' is a combination of the old ways of teaching and the new ways. So, now and then you have to change. So you are not, for example, teaching a dialogue where there is a grammar structure so you say I'll just say it, "would you like to open...?" "Would you like to do...?" and supposing that you were teaching this structure 'would you like to' and it is a polite form, there is no harm in stopping the pupils and saying, "Well, what do you notice after that expression 'would you like to do something'?" So, you go back to the old ways of teaching [to structure]. So just show to the students saying that after 'would like', you use an infinitive or you can use a noun. "Look at the first sentence on the blackboard. It is written in black, written in yellow. It is written in green. Would you like a cake or? [Yeah] Coffee or tea? I would like to go? So you pay attention and go to the old ways of... Just to remind the kids that grammar is there. You should not forget. **No!** Many teachers today under the [the umbrella] the umbrella of the Communicative Approach say, "Well, I taught 'would you like' and I never explained how it functions. [I didn't tell them that it was a polite form...] I didn't say it was polite or that you have to use an infinitive" **No!** I think there is no harm in going back to the old ways. I still remember my teacher when he wrote four or five sentences saying, "read every sentence and tell me what you can see. Look at the words in red and look at the expressions written in yellow. So [em] we immediately focused on the red and the yellow and we tried to analyse things and to draw a conclusion [yeah] and sometimes the teacher gave us the rule.

F: What other techniques that probably, we'd say, are old from the old ways eh.. that you resort to as well. You were mentioning the way you deal with structures and grammar.

T: Yeah...(silence)

F: Do you resort to repetitions?

T: Very often yeah. Repetition because English is a language which is based on music. I was trying the same thing with my daughter. She is in the 8th form and she is beginning to learn English and she was before me repeating the word 'comedian' /k mid n/ I said what? /K m di n/ I said come on repeat 'comedian, 'comedian'. Don't say /k/, say 'm d n'. He is /am rik /. I said / m r k n/. Don't mention 'A', forget about the 'A' and say he's /m rik n/ alright? and then say "he's American". So the stress and the pronunciation is very important. How can you say... For example, one university teacher was giving us a lesson in Nabeul he kept saying 'adolescence' / / and that was his mistake in a way because he went to England and he could not probably or he could not check how it is pronounced or he could not check whether is pronounced / / or / / so you can blame him for not correcting himself [yeah!] but probably the first teacher who taught him used to say / / hein? So, pronunciation can be corrected with this repetition. Give drills sometimes. You are not

going to say, "Come on repeat. Hoop!] No! [It's like choral repetition and you know.. ] You put it in a way that ... That's why I say teaching is a gift. It depends on you... how to put it. [Yeah but isn't there a technical part like when you were talking about repetition in the end of the word. That involves a lot of skill and knowledge about the way to use repetition. I mean, doesn't the teacher then need to be trained so that...] Sure! [Yeah] Sure and when I worked as a teacher trainer for four years, ... Well, one of the ways to approach the teachers who make a lot of pronunciation mistakes, etc. I said, "well we all make mistakes I'm not blaming you or discouraging you, I'm simply saying that we all make mistakes but there is no harm in taking a dictionary and see how a word is pronounced so do not bluff the kids with eh... saying "Oh, this is American English!" [em, em] You know that story [yeah, yeah, yeah]. It's American English. It's American pronunciation [when it's British, you say American and so on] We don't know sometimes it's pronounced in the same way but many of the teachers say, "Well this is American and this is English." Don't tell me lies!

F: How can a teacher use repetition without knowing how to do it? The techniques proper to using it?

T: Yes, of course, you should know how and when and even you should not make the kids do 'real' repetition drills that we saw many years ago. I say, for example, I'll give you just a little example. I'd say, for example, 'comedian' [yeah] "You see how the teacher pronounces it? Can you imitate me? Try to imitate me!" So the first kid tries and I say, 'comedian' "Can you imitate me? That's good thank you. Can you imitate your friend how she said it?" [em] You see it's a kind of acting. Do not let your children say that we are repeating for the sake of repetition. No, you repeat as a teacher. You repeat it many times [em] alright? And asking your students to imitate you is a kind of challenge [em] and the students feel happy to say what the teacher... So, on the one hand, you repeat... The teacher repeats the word five or six times and that's enough. Then the pupils will repeat five or six times. That's enough. So simply [don't overdo it!] Yes, of course, you're not going to say, "Oh come on you're going to do that" [you should not spend an hour on this] That's it! So, in a way you make your repetition drills but not in the way we did them in the past. So in a kind of new way, new fashion.

F: Yeah, in terms of pedagogy, how important is it for a teacher to follow the trainer's directives? [Yeah?] You acted as a trainer for some years and you probably saw some of your trainees who'd always say, "Oh yes, I'll do it" or "Oh yes, that's good" I mean they never discuss or never try to get in any kind of confrontation.. You know? So how did you use to feel about that?

T: Well, to tell you the truth I, Mr X and Mr Y we always accepted remarks we always asked them to discuss and say.. So, we had eh.. the atmosphere was good and everyone was satisfied. May be personally he was not satisfied he could raise his hand and make a remark, etc. etc. but it is true that we have this problem in Tunisia because there are always teachers who consider the inspector or the *Conseiller Pédagogique* as a Bible [yeah] and what is said by X has got to be practised. Even, many of the teachers do not accept but they think it is a must [they go in their little corner and say, "Well, they're trying to do all these things. I never agreed with this but I cannot say it to my inspector] Exactly. They say, "well I can do

better than that" etc. I'll tell you what I think. When an American or an English course teacher comes for [a seminar] a seminar or the technical wards they use the teachers are not courageous enough to ask the teacher what he/she means by that. Now [how do you explain that X? Is it related to the way we were taught? ] It's a kind of shame. How can I ask about the meaning of that word or that method, etc. [he might think they're stupid or..] Yes, but the problem is when I and Mr. X and Mr. Y repeat the same... report the same seminar and we do it like the English or the American. We do the same thing word for word [yeah] alright? And we report it for our group and sometimes a whole group. You cannot imagine that most of the teachers ask you, "what do you mean by that?" [Ahan!] "What do you mean by this?" [So, they are more courageous with you] Yeah! One day I said, "Well, you're nothing! When an American is here; the source of knowledge, who knows better than I do, you don't want to ask a question. When I'm doing that... [You want to give me a hard time] exactly. (interviewer laughs). So are you being difficult? Are you afraid of asking questions? Why didn't you ask that question to Mr. X who came two weeks ago?" and they keep silent! [Yeah]. To show that very often they want to make it hard for a teacher trainer or for an inspector to inhibit them and very often eh... they have this complex of ... Probably they are afraid to ask questions [to somebody who is supposed to be an authority] yeah. So teachers... It is true that teachers perceive everything from the point of view of the inspector. It's like what we did in our school days [yeah] we received everything from the teacher. [We sat there patiently and eh...] yeah and then they start to complain.

F: but do you recall an instance when a teacher was in disagreement or who was always critical? (silence)

T: I don't remember a very good example but teachers disagree in the beginning and very often they are right. Finally they end up by accepting. [yeah! That's the idea] (laughs) They give up! Some teachers try to follow the inspector and if the inspector is open-minded [which is not always the case!] it is not always the case but they usually accept.

F: Now if there is... at the level of the school where there are many colleagues, how can there be harmony among the colleagues in terms of pedagogy [yeah]

T: Well, I'm not going to boast or to show off but as far as I am concerned when I taught in XX the first year. I went to teachers and said I want to attend a lesson with you and see how you teach. One of them was X [em] and I do remember one day he refused and said, "Well my lesson today is not really important so you don't need to come here" I said full-stop. When I moved to XY school so in that school I had the good company of some teachers and I attended lessons with them and asked them to come and, I suppose, you probably know XI [yes, of course!] We... She visited me and I visited her and we tried to gave each other feedback so when I went to work in XX, I worked with teachers and we exchanged tests and we exchanged even worksheets and I had a good experience with X but you have to make the first steps. If you don't go to them, never expect them to come to you and ask you a question. I remember with X. She used to ask questions "How can we say that in English. Is it like that? In grammar is it like that? Does it go like that, etc. etc. So there is collaboration. There is help. There is mutual understanding. We know no one is perfect. Everybody needs the help of the other. It is good to exchange ideas, etc. In most schools

you find a good atmosphere and mutual help and in some schools, it is like the Indians and the Americans. (interviewer laughs)

F: Yeah, I've noticed that you were able to establish that tradition of collaboration mainly because you were dealing with friends. Basically I remember X used to teach C4 and I used to teach the same class extra hours; extra tuition at school because she did not have time and was pregnant at that moment so she asked me to take them for extra hours I said, "well, this is a stupid thing because you are going to give them a test, you're going to blame me for something I did in the classroom." She said, "No, there is no problem" so I taught them [and she tested them] and we had set the test together and I said, "Be careful X!"

#### END OF SIDE B TAPE ONE

F: OK! Yes. So collaboration with another teacher as when you said what it takes to make it successful. When there is a problem at this level when in a school we have a teacher who let's say, is resorting to old techniques or is **only** using old techniques, what would be the solution for the teachers.

T: I think if he is still using old techniques, it is his/her mistakes because teachers, I suppose, in X are invited almost every week to attend a lesson and be re-trained and re-trained and re-trained. So, I don't think if a teacher has a right to stick to his old ways [no?] It's a crime! [Yeah, what are the repercussions?] I don't know. Actually When I was an acting inspector... If I were an inspector now and find, for example, a teacher [who is resistant] who is always resistant, I would call him again and probably concentrate on him in my session and say, "Be careful! So this is the way we are teaching today and we have changed. You can resort to some of the techniques very often now but not.. [so you have a meeting with him alone!] A meeting with him alone, of course, if you inspect him and then you're going to invite him to attend ['demonstration lessons'] 'demonstration lessons' and probably a kind of advice: just encourage him and we help him, etc. and I don't think if there is a teacher who [there are a few exceptions!] Few exceptions.

F: I heard a very interesting story about a teacher in the south who does not agree with the Communicative Method and is always arguing about it.

T: So, he or she doesn't understand the Communicative Approach and neither do many of those who pretend that they have understood the Communicative Approach. The Communicative Approach, as I said, in order to avoid that word I'd say "Be 'eclectic' and full-stop. [yeah] Make a little combination.

F: You were saying something about pair-work and group-work a moment ago and I think one of the innovations, I think, that have been introduced in our school life at least in English. I hope it is. It is happening in French as well. That is, the introduction of pair-work and group-work. So, from your experience, what did you notice as being the immediate

effect on the learners?

T: First of all when we give this task as pair-work, it depends on the activity and that's why I say when to use group-work [there are conditions?] yeah. Today we speak about 'collaborative teaching'. That's it. That's the idea. It means when we try to involve the kid, alright? Sometimes the kid is gonna be the teacher in that group. The kids learn from each other. A kid may not ask you a question because he's afraid of you or is ashamed but when he's with his friend what such word means. Did we do it? [Did we study this?] Did we see that? And then we give a chance since we're teaching large classes today, I think the only way to give all the students a chance to speak in English and to practice English, is that 'buzzing group'; pair-work or group-work because you're not going to listen to everybody. No! Let them speak and make sure they speak English. Sometimes they resort to Arabic when it is difficult and they get stuck you can help them. So, this is part of collaborative teaching that makes a kind of storm today.

F: Yeah! So as some teachers might tell you, "I know. I like the idea of pair-work but we have large classes. It becomes noisy. They speak French or Arabic and so on. What is your answer to that?"

T: It is true. They are right. We have large classes. Probably the space; the room does not fit [yeah!] So, if you are going to change [it's not manageable] That's right the students have to stand up and probably it's a tiring job. Second thing, the teacher keeps on moving from one group to another. He cannot control everybody. So, if you say "don't speak Arabic" that's OK but you turn around and someone is using Arabic. That's good even if they speak in Arabic. When do they speak in Arabic? When they can't express themselves in English so you keep watching these kids who overuse Arabic in their discussion and focus on them later on. So to improve their communication, to make them speak and to make them have faith in themselves and make them confident! [Yeah] So pair-work, group-work is on the one hand beneficial in the sense that everybody is going to be involved. They're going to talk. They can learn from one another. The second thing is that it is a kind of test for the teacher, alright? He's going to label the difficulties. When do they get stuck? Who are the weak students in communication? Later on he is going to look after them and probably make them feel more confident. So pair-work and group-work are good activities in spite of the problems we have in our large classes, etc.

F: You know, normally following the CLT theory, it tries to overcome a previous shortcomings in older methods like the Audio-lingual, which left the learner in a position of silence. Now there is this emphasis on interaction [yap] in the classroom; learner-learner, learner- learners, learners-teacher, and so on whatever the patterns or the combination... In what way do you think that is helpful for the learners?

T: Well, interaction, as we said earlier, the learner was silent [em] and the teacher is the bottle which is full and the pupil is a glass which is empty, alright? Today we say both the pupil and the teacher are full or are empty. Both are correct so the pupil is not going to remain silent and receiving information, etc. The teacher is speaking [whatever the teacher says!] so we have what we call a 'triangle tray'. In the beginning it is true even today in the

Communicative Approach, the teacher has to speak [yeah] for at least fifteen minutes or twenty or ten minutes just to set for the task, to explain something and to read, etc. But as long as we go through the lesson, alright? The triangle is going to change [right!]. It is in the beginning that the teacher speaks more but little by little, he gives the floor to the kids [step by step].. The kids are going to produce, to innovate, to speak and by the end of the session, the whole class is going to be speaking and absorbing and learning what they have learnt and what they have acquired. So this interaction is very essential in the way that it makes all kids active, involved, help one another speak and use the language in its proper way and use the structures if they learned a structure, etc. So the kid is no longer that passive stiff; 'brick' in the classroom just putting everything in the head. No, today we want all the pupils to speak. We want them to practise what they have learnt. Show how we pronounce, how to say it, when we say it, how to cope with the situation, etc. Function: advising, etc. etc. So, if we don't do that today, if we don't give them a task, for example, now you are going to be a mother, now you are going to be a daughter or a son and your mother... You're going to advise your son, for example, about that and that. So, try to be a real mother. How to be a real mother? You need a kind of vocabulary. You need a kind of technique how to speak. If we reverse and say now you are the father, it is going to change [yes!]. You have to change your language, your way of speaking to that person and this is what we are trying to teach [yeah] because teaching in the past.. For example, we didn't... We never had the teacher ask us, "how do we say to a person if you're lost in a street in London. How would you ask for information about a place or a station or something" No, we heard questions like, "what's the past tense of that verb?" (interviewer laughs) [Yes!] or that question, ["is it regular or irregular?"], "what do you say with 'she'?" [You say she 'goes'] she goes or something like this [yeah, yeah, yeah] or "what are the different kinds of compound adjectives?" or "What do we use after the verb something." I said... Before I said that sometimes there is no harm in showing to the kids that these expressions followed by gerund or by a noun. There's no harm but when you're teaching or practising, you are not going to say "Hey! Be careful! This is an 'ing' form or gerund. Now just let them speak and practise because by practising, it is like when you go to England and you have to speak English. You are alone, on your own [you're going to stumble] of course, you are going to stumble and then you are going to stand up. So, you have to practise English. Sometimes you are going to make mistakes. No one is going to blame you. Nobody is going to kill you for just a little mistake in grammar but you have to correct yourself. Today... and thank you for that point... Many people tell you in the Communicative Approach do not bother about mistakes. Let them speak! That's good. But we have [to stop] to stop sometimes or to collect the mistakes that your kids make and try to plan for a kind of remedial work. There is a problem when my students speak they say 'he go' or this problem of transfer from Arabic or from French, etc. So you have to stop and think how they can manage. [Yeah, make a point] That's the thing that we should do.

F: because the usual criticism put forth is that the Communicative Method or interaction produces fluent speakers 'yes' but also the quality is doubtful.

T: That's why I said you have to **stop** and concentrate on the problems [from time to time] whether grammar or vocabulary, etc. and try to shape or device or a kind of exercise which is feasible or which is suitable to the type of mistake that your kids make. So, you have to



stop. You should not say, "well let them speak and the most important thing is that they can be understood by the people." Yes, you can say, "yesterday I will go" so for an English person probably he can understand. Thank God there is a word 'yesterday' so he can understand it's the past but if you say, "yesterday I will go, that's a problem!" There is a kind of misunderstanding between you and the listeners, so [the message is..] so you have to make a point very often, to stop and do certain exercises and certain activities which correct. If you need the future, you can give a task together. For example, now "What is your programme tomorrow?" and check the pupils who'd say "tomorrow we went" No, 'we are going', 'we will go' and you make... [and so on].

F: Well, one of the underlying purposes of introducing pair-work, group-work, problem-solving is to train the learner of language also to be autonomous [Yeah] independent [yes, and this the main...] and so how do you think a teacher can manage that? In our context and within our limitations.

T: As I said, it is difficult for our teachers or for us in our schools with that [conception] we have, it is very difficult. However, we should try. The English proverb says, 'if you don't succeed, try and try again' We should not say, "Oh Gosh that's impossible [they don't want to do it] I do not want to bother myself with this noise and headmasters are gonna complain and the teachers around us are going to complain and I don't like that so listen, write what I say and full-stop [I tried it once and I didn't like it]. So you try it with a little noise and get the kids get familiar, get used to such thing and little by little they will do it in the right way. If my colleagues many years ago had prepared the kids that I am teaching now had prepared them in such tasks, I wouldn't suffer today [yeah] because in the 7th form when I say divide yourselves in two groups or three or four it depends and they still laugh. They still do not take it as a serious thing! [It's not studying] It's a game. It's not serious. Last year with *sixième année* I had very good group-work and I had a teacher having a project and she attended 6<sup>th</sup> form with me for how many sessions? Six sessions... [That's good!] Six hours, yes! She was really surprised by the way they communicated, the way they spoke and the way they organized themselves. Yes, sixth form *Lettres*. That's why she kept coming and video-taping everything. During the first and second session, she thought I was working with *septième année* [em] Eh... the last minute she said, "Well, I think you are good pupils and I wish you will succeed in your Bac" I said "I'm sorry they're not. They're sixth form." (interviewer laughs) So, because simply they understood their role and they understood why we are doing something like this. They felt or they realised the benefit of it. Later on they understood [yeah] and while they are speaking English, they know there is a kind of competition between the groups [em] like which group does better. Second thing, if they get stuck, they always have dictionaries so resort to your dictionaries. Have one person interested in the dictionary. If you don't know a word, check your dictionary. Say or ask Faiza, for example, to explain the word in English and for pronunciation, try to see whether it is a noun or [to make sure] a verb just to make sure. This is good work. I mean it is quite beneficial and it is true that it teaches the kid how to be autonomous, how to depend on themselves. Why do you depend on the teacher? The teacher is nothing. Very often he's an actor or simply a person who organizes the work of the kids so do it yourself [assuming responsibility] assuming responsibility, etc.

F: and what are the things you ask them to do out of class to, probably, foster this autonomy?

T: Well, you're probably going to laugh. Eh... very often I ask them to have a kind of recitation; short ones... short paragraphs [the types of things they do for voice training like the people who are going to work on TV and things like that?] Yes, that's it. Very often when we're going to study a poem, I advise them to write a poem.

F: Sorry to interrupt you but just want to make this clarification. The idea of recitation takes you back to the idea of the Coranic School. I hope this is...

T: Yeah! I still believe that what we call '*recitation*' is a good thing if you remember... I knew I still remember some recitation we had in primary school and secondary school. I still say good verses for Al-Mutanabbi and from Al-Maari. Allright? How did that come? It's thanks to that memorisation [em and also the way of giving, delivering.] Exactly! So some expressions if I find a good paragraph. It depends on the subject we are dealing with. I usually advise and I very often ask a pupil to recite what he had learnt. Now he never gets punished if he gets stuck or stops in the middle because this is not the aim. To me, what counts is that he read at home five four, twenty times... I don't care! What is important for me is that he has read, that he has seen how to write a word or many words, that he probably checked the meaning of that word and how it is pronounced, etc. and then he probably memorised some words. Though I simply say, "Next time be careful! I want you to have this in your head; to learn it by heart." and he'd say, "Yes Sir!" and I have never punished for that. I tend also to give a kind of mini-saga. I don't know whether you're familiar with that. It's a good experience because supposing that you ... I do remember when... I'll tell you about it later! The mini-saga which is to encourage a kid to write in the form of a poem. The form is a poem but it's a paragraph and the only challenge is that you say, "Well, Be careful! You are going to write a mini-saga; a kind of poem and don't bother about the rhyme; don't bother whether it is a trochee or an Iambic... But be careful! Forty words: 'I' is a word, 'a' is a word, 'an' is a word, 'the' is a word. So forty! If you write forty-one, revise your text and avoid one word. (interviewer laughs) So, if you write thirty-nine, revise and add. Find where you can add a word. It's your business. Remember we were talking [about autonomy] about divorce and I say, try to make a child of a divorced mum. Try to make him speak allright? Informal poem and I had a very good experience and later on when they get used to it, is a challenge. The challenge to is in writing 30 words or 20. It depends on.. and there is a kind of... because today we ask the pupil in 7th form "write a fifteen-line paragraph", they write you 25 [Yeah!] which means the pupils cannot control, cannot express themselves in 15 or 10 lines. Write a short paragraph; just three lines giving me the main idea or expressing your wish or doing something... and they write you 20 which means our pupils cannot control or they do not know how to express themselves in... [a concise way] in a concise way. So this is a first step to teach the children how to write, how much you can write, how to be concise, what to avoid and which word are you going to avoid? Write 41 or 42. Now it's a must avoid two words. It's your job. You're gonna change a sentence. You're going to delete one word. Which word can be deleted? Be careful about your grammar. Be careful about your vocabulary! Be careful about your comprehension! Second task, I base myself on '*realia*' [yeah hem?] In 6th form, for example, we speak about Medicine, drugs and that bulky stock

of vocabulary words related to medicine and science and doctors and, and... I said "Gosh! How can I manage? I need three months to teach them everything. And the only thing I did was to ask the kids to collect that 'realia' related to Medicine. Do you have papers? Do you have medicine at home? Please bring them. All the papers you have; [yeah prescription] prescriptions; everything. Anything you have which is related to medicine or a pharmacy or to doctors, bring it to the classroom and put it on the table. Just check. What is that? Thank you. It's a pill. What's that? It's an... something... and "what is that?" Ah this is given by the doctor and give that and "where do you go?" This is a pharmacy, a chemist, chemistry... That's good. "Now look at these papers. What's that? It gives you information about the drug or about the Medicine. Now what does it say? What are the forms? If you have a paper like this, just take it and read. Just read and you probably find a composition." [and you find them in English as well] yes, in English not in Arabic or in French. And, and it's a good thing because sometimes you find the translation and the kids go back home again and 'try to check [Ah! That means that] and, and, then after a second session, I'd say, "Can you give me all the words that you found? How do you say, for example, to a patient to use that medicine?" They say "Well, a pill before lunch" twice a week, three times a week [em] Allright? For adults, for children. What is the remark 'Keep out of children' so that they know all these things that they usually find. This is a skill to me as I have enabled them when they become old or probably in the future when they read a piece of paper like this, they can understand the use of it [they won't go to their neighbour English language teacher] That's it. They are not going to rely on Arabic. They can understand it so things like this, I mean, realia, poems, essays, a kind of project work to be done and to be organised by three or four... Sometimes I had a little experience with stories in books; short stories to be read at home [yeah!] and then come back but unfortunately if we had a short programme or a short book, a person, a teacher could do... could do better, I mean, and this is one of the problems of our eh.. teaching. The problem is that the teacher does not find time to do what he wants to do. We are always [rushing] running around the clock. You cannot have time. You want something to do with your kids but you can't do it. You are always expecting a person to come and to visit you. "What are you doing?" This is outside our programme. Make him believe that it is part of the programme, how are you going to do it? Who is going to defend you? Who is going to say ... Nothing! So, do what you have in the textbook and full-stop.

F: Yeah and is it true that our pupils really are not ready for this methodology and they prefer to be spoon-fed. Is that your impression?

T: **No**, the pupils have nothing to do with our pedagogy. They don't know anything about it. They don't know this the Communicative Method or that and that method. They know English is a language just like French so it is based on... You have to speak, to participate. They know that. It is true we find some pupils who are naturally timid, shy. Something like this is expected in the classroom. You expect to find good kids who particularly are very active, who are very noisy in the classroom. You expect to find some pupils who understand but are timid and shy. When we look at the kids in the classroom, I know there are five in the classroom among the kids who are going to study English and become teachers and the rest I doubt that they are going to study law or science for.... I'm not going to blame everybody and say, "No, you must improve your English. You must do that ...[you must be

excellent!] Yes, you should not. There are also pupils who are going to study English so it's very clear and by experience the students or the children I had were very active. Studied English and many of them are now teachers of English. It's not true that the pupils want to be spoon-fed. Eh.. Some of them 'yes'. It is possible but I don't think I have never felt that. [em]

F: In relation to the and his/her development within all this atmosphere of change in methodology and so on. How can.. What are the sources of a teacher's learning in this context? Learning about new methods like how to manage pair-work, group-work and so on.

T: It means how they can get information about the new methods, etc. You want me to tell you the truth or to... [No, no, the truth if possible!] Most of the teachers rely on nothing except the training sessions...

## END OF SIDE A TAPE 2

Teachers are satisfied with what the inspector/teacher trainer gives in the 'demonstration lesson' and that's all! Many other teachers, however, are hard working. They keep reading their FORUM coming from the [yeah, yeah] Some other teachers go and find books in bookshops or libraries. We have a CREFOC [yeah]. Some teachers still keep in contact with the British Council and eh... or the American Cultural Centre. I still go there. Allright? But I can't find many! Some teachers are trying to do their best and to know about the new method, etc. Some other teachers are [not interested] not interested and do the minimum. They are very satisfied with what they have and what they know. Full stop.

F: You mentioned books and specialised magazines. That I would probably label as theoretical; reading texts which are theoretical in nature [yap!] How helpful is that for a teacher?

T: Well, for the teacher at least one thing is that he will be familiar with the new jargon, the new vocabulary, the new labeling of new methodologies and very often you find teachers who give their own experience, for example, in teaching grammar. In teaching a text among text, in how to manage with a large class, how to deal with group-work or pair-work [yeah] what we mean by that or what we mean by that. Well, some little examples of teaching; either grammar or vocabulary or whatever. So, this is a good example for them so they are going to imitate it...understand it and then imitate it.

F: We say also that teachers learn a lot from each other. You mentioned a moment ago the example of collaboration. [Yeah] Do you think that teachers also learn from one another? [Sure!] Generally speaking, you find this around you [Sure!]. And in 'demonstration lessons' you had experience with beginners [em] so what do you think they watch. You read some of the *Cahiers de Stage* and their descriptions of the lessons. What is it they look at?

T: Well, beginners. It means [teachers who have just started their career] yeah, when they begin in their first year, they usually think the 'demonstration lesson' is a perfect lesson

[hem] and you have to imitate it; which is not the case... which is not true! I, many years ago expected the teachers to react and we voluntarily involved or inserted something which is 'bad' in the lesson so that [they react?] The teachers reacted. The teachers accept the lessons and they say everything is perfect. However, many teachers who, not for pedagogical purposes or for eh... methodological reasons or input but simply because they hate or they are nice friends with that teacher. They say, "Oh, I think the teacher should have done this and this and that". Why do you say the teacher should have done this? Say one what do you think of that way. If I do that or I explain certain vocabulary word in that or that way, why would it be better? Why do you say the teacher should have done so criticising the teacher and not criticising the lesson. And the teacher makes a little mistake on the board and the teacher why does he use that and that and that... Thank you for your remarks but please do not blame the teacher. We are all teachers and we all make mistakes whether on the board or when we speak, etc. So, in brief the teacher... the beginner [there's a tendency to take it as a model] as a model and that perfect is the Bible. Very often you have some other remarks against the teacher and his behaviour, etc.

F: Sometimes I noticed through my contacts with inspectors that even experienced teachers are invited to seminars and 'demonstration lessons' [yeah] Do you notice a change in their remarks? Did you notice a change? I know it's probably hard for you to recollect but do you find them freer from taking it as a model or?

T: Many of the teachers. No, those experienced teachers now know what a 'demonstration lesson' is. A 'demonstration lesson' contains good aspects or good sides and has some defects. Allright. Probably the defects are related to the teacher [probably!] or to the context. Something a new teacher does not understand and the experienced is not going to blame the teacher and say, "Ah look! The teacher has failed." I mean he knows why he failed; either because the pupils that he has are not 'good' pupils [hem] and the text is probably too demanding [yeah] and sometimes the experienced teacher knows that the problem is the teacher now, so he knows when or where the problems come from. A new teacher says everything is perfect and even if there is a failure, they say, "well, it's a difficult lesson, etc. etc." so an experienced teacher knows and the experienced teacher can change and especially English teachers, allright? [hem] Aha! Be careful! English teachers have this spirit of always following the fashion. They can change very quickly even their way of clothing. They change. Allright? [Yeah!] They follow the fashion. Very quickly *un quart de tour* and they change everything. So many of the old teacher, I mean, they have understood the Communicative Approach and they deal with it and they have attended many seminars and 'demonstration lessons' and they opted for what we call 'eclecticism' [yeah] etc. With new teachers, we still have problems. Probably two or three years of experience [and they will take more advantage of] Sure!

F: For the experience of the '*mémoire*' which is part of the components of the training of a beginner. In what sense do you find that a learning experience as well.

T: Well, to me... It's a kind of motivating the teachers to try to remember what they have learnt from 'demonstration lessons' and to incite them..push them to have extra work; a kind of research [yeah] give them a subject 'writing or something like this. It's a kind of work that

you should do and that you have to read books and discover things. And probably you find new things and probably you can innovate many things so that when you come back next year, may be you can give some feedback to your colleagues by telling them about your own work [yeah, of course] so I think it's a kind of encouragement or a kind of pushing the teachers to continue his research [hem] Probably discover new things; you discovered a lot of things about methodology, etc. So, I think it is a good experience.

F: You know we hear a lot about Action Research and how teachers should be involved in doing research on regular bases at the level of their schools and so on. Do you think that, in principle, teachers should be involved in carrying out little projects like this throughout their career [yeah] and as part of their regular job?

T: I think so. So, it's a good thing. Work just work. I like work. [But does it mean there are problems of time may be] Sure! There are lots of problems but we have to know how to organise our time, how to cope, etc. The problem is large classes and then since the salary is terrible, (interviewer laughs) we have to work extra hours. You haven't got a lot of time to waste. I mean you don't have time even to [carry out research or] even to conduct a kind of magazine in your school. It was my dream [or English club] or an English club. Last year I had...I tried with a little group to make a kind of a magazine; a small magazine in which we had certain poems and certain texts and certain [creative writing] yeah. Eh... I was waiting and then I said, "that's the last one. It's finished." Especially if you can't find the raw material I mean if you cannot find pupils who could write. You have to check their writing and you have to correct [so it's extra work for you] Yes, extra work. And you have to type and photocopy and then check again if there is a mistake. You know it's a lot of time.

F: You know the problem related to these projects; having a mini-research at the level of the school is first of all the problem of time and the lack of incitement and so on. But also the technical part of it. I mean, identifying a problem, working on it and the methodology: the research methodology required. So, do you think that the teachers will have a problem with this?

T: (deep sigh) I don't think that there is a problem [hem]. I mean if the teacher is ready and he has a certain... kind of will [hem, hem] that willingness. I don't think if I can find any problem. Martin Luther King says, "I'm gonna make hope; an amount of hope from a pinch of despair..." Something like this! So, if you have that hope. If you have that willingness, I don't think that we can see the problems [em] And many of our teachers probably say, "it's a problem [I have no time] and I have no time" and "I'm not ready to revise and to buy documents, to make..." I threw away about 150 magazine; *Women's Own*, *Times*, and *Newsweek*. [They're out of date now] yap! I still buy and read newspapers and some of my colleagues in my school say "Hey! You keep buying two newspapers every week?" I said, "What can I do? I should. I should read... Know everything [inform myself] Read different texts about science and technology eh.. environment, education, violence, etc. So read, as my teacher in secondary school used to say, "Just read and forget about everything". Many words you will come across again and again so you will be familiar with words and I very often utter a word and they say, "where did you bring that word from?" So, it's a way of learning.

F: You know one of the problems we have with our teachers and this serious for English language teachers as well is that when a teacher is 'confirmed after as one said 'those basic two years'. You know after these 'basic two years' and then after you relax [total relaxation] So how can a teacher keep on going. You mentioned your case. What would you advise other teachers to do?

T: Well, I don't think you can do that after two years because I see the person as someone who wants to be a teacher. Normally you want your kids to love you. How can your kids love you? [if they sense that you are stagnating] Your pupils would love you, would like you, would collaborate with you, would listen to you if they know that you are giving them benefit. If you are working hard for them. If you are doing your best to help them understand and to learn, etc. So, after two years, or three years or ten years I think you keep going on and try to... What can I do? How can I manage to make my kids satisfied and to keep on loving me? And you continue to do your own research; your self-assessment [hem]. Questioning your techniques, evaluating your techniques, your method... Shall I change, shall I do that? I'm going to change, etc., etc. You keep going and you keep on being inspected by your pupils generation after generation. If you are lazy, you can stop from the first day. You're simply satisfied with one lesson to satisfy that man who comes to inspect you and full-stop and I think later on 'Be careful!' You are going to have a hard time with your pupils. They are going to refuse everything. They are going to complain, to send letters, etc. So, I don't think it is a good idea to say, "I'm going to stop after two years and do the minimum." If you are going to do the minimum, your kids are going to the maximum of a mess. So, a 'good' teacher never thinks of himself. He's not selfish. He thinks of his pupils and he keeps progressing. he tries to promote his techniques. He tries to promote his... To keep up with what is happening. [Yeah]

F: Now if the people in the *Direction Générale des Programmes et de la Formation Continue* contact you and ask you this question, "What should we do... What should we have as focus for next year during seminars, *Journées Pédagogiques* and so on". What do you think is one of the....

T: For the time being I cannot say anything. You know why? I have to be an inspector or to be teacher trainer and to see the problems of my teachers. Once I have localized these problems. [Oh yeah] Knowing these problems, I'm going to make a categorisation and priorities and say, "Well, my teachers, for example still have a problem with what we call 'classroom management' or collaboration or that method or the Communicative Approach." So I'll tell the Ministry of Education, I need something like that and second is that and third is that, etc. The things that I can repair by myself, that's up to me. I can begin with 'demonstration lessons, some seminars, some *Matinees Pédagogiques* and solve the problems that we have. Allright? [Is that locally?] Locally. And if that needs a bigger work, I resort to the Ministry and say, "I like somebody to do something about it." So, as a teacher, I can look and just watch the teachers who are teaching with me. The problem is that most of the teachers become very lazy especially with our new manuals today. You find the questions. You find everything ready. So, "Read the text and answer the question" So you do the questions, fill the charts and tables. "You did that? Very well now let's correct it" or take page 20 and do a bit of introduction and certain vocabulary words and you can... Now

read paragraph one and answer the questions on page 22. OK? And then you correct. You don't bother about those who have understood or those who don't and the kids when they know you, they don't... They never pay attention to what you say; whether it is 'false' or 'true'. Just correct it and go home. When they go home, they know that tomorrow you will have a test. That's why most of the kids today call the English test '*promosport*' (interviewer laughs). So, if you give them multiple choice, for example, yesterday I 'was going' or 'went' or 'had gone'. They say, "Well, one two three four five... eight nine ten Ah! That's it." [You know one time I surprised one of my students tossing a coin in the air] with a coin. They'll use anything simply because they were not interested and part of the responsibility is with the teacher.

F: You know we have gone from change from English for Modern Life to Communicate in English and now we have the 8th form and far more change coming. [hem, hem] What do you suggest for trainers to do with the coming new textbooks, with the new coming material that they should offer teachers to help them ...

T: For the teacher trainers, you mean? [Yeah] Alright simply take the problems that we have in our textbooks and, say, the problems are lots of problems so put them in a list [yeah, evaluate] evaluate every book [systematically] yes. And put the problems and say, "in the next textbook, never do that and never do that" In the next ten years, because when you assign a group to make a new textbook, give this paper to the other group and say, "Be careful! Don't use that. Don't use that, etc., etc. [That doesn't work] try to vary what you need so the problems that we have and then put them in a list so they can be a good eh...[record] or repertoire if you like for the future. And then avoid what is bad in your textbooks. Why? You say, "Ah avoid it because it's bad" and then come back to it and then... The thing the problem is not with the textbook [em]. The problem is that because the books are not made by the same group. [So there isn't that continuity or... Yeah] No imagination. They don't know anything and the problem is ... and what is ironical is that you find the same text in 5th and 6th year. [Alright!] That's very stupid! [em] Give me a whole task and as many Americans said, "give me ten years and I'll give you two 'good' books" and don't give me one year to prepare one book. To prepare manuals. That's crazy!

F: Now some teachers when you ask them, "you know there is a new textbook coming next year called *Spread Your Wings*, how would you like your inspector to prepare you so that you can use that book with confidence, etc." and they would tell you: "I'd like him to arrange for demonstration lessons". So what is your reaction to that?

T: I don't think that this answer is good. First give me the book before, let me see the book and go through it and see how it functions, how it works [em]. Probably you can find some defects. Probably you can find some good things, etc. [that means the teacher gets familiar with the textbook alone. Without teaching it, though, or after?] Without teaching. No! It's a kind of [try to prepare one unit or something] That's it. See the book so that you evaluate it and try to absorb the book [em] because when you come to the classroom with an old book, that's a good thing even if the lesson is terrible or the text is terrible, you're going to make a good side of it. But if you don't know anything about the book and you come to the classroom with your children or your pupils to teach a lesson, you open the book and say,



"Ah there are the questions and [so that's a terrible book, that's...] because when you know the books and when you know what is going to come first and what is going to come after, what is going to come [yes] what you're going to do finally is have a kind of overlook of the book so you often, very often say, "No, this grammar point is gonna be taught in unit 10 and not in unit 1. I know it. This is better. When you teach I'm going to teach the passive in unit 5 that's better. There is a text about accidents and there are many active and passive structures. So, the person is free to reshape his unit and to begin with... The textbook writer began with a text in this unit. I have another way of dealing with that unit. OK, I'll change it. Why shall I begin with that text instead. I'm going to bring a picture. I'm going to bring an easy text and do that before that [em] [So here you reflect on the material and so on] Oh, sure!

F: So you are now conscious of the change and what kind of change is involved in terms of pedagogical practice [Yap!] Would you feel that you have a responsibility or an obligation in talking about it to other colleagues in your school?

T: Sure! We did and we always do with a lot of teachers we did and we still do. We meet and exchange ideas about how we dealt with lessons, what they did in the classroom. What I did with my kids, through the example I gave you, collecting papers. I talked about it to Mr X and he said that was a perfect thing to do [em] so we keep exchanging texts, worksheets, etc.

F: You know I'm asking this question because within a centralised system as you know we have information going through certain channels so in a sense you feel teachers say, "Oh, I only care about my own business and I only care about my own lessons" so here I'm asking the question about whether the teacher really has a responsibility as an individual teacher in promoting change, you know, within all this atmosphere?

T: Eh...A teacher should. He has a responsibility but many people are not interested. It's not my business [may be they're not convincing] It is not a question of them being convinced. They listen to what people say today. It means everyone has his own business to attend to. "No one is going to help you", "leave me alone" (both laugh)

F: You know I have been away from that area for some time so you are more familiar with it than I am!

T: hem I mean in that country all the people say the same thing. Eh... "Well, if you have a problem, nobody is going to help you". So, if you bring him down and so on and so on. So, I'd say, "what's the hell? We're doing it or promoting your techniques or helping you or giving you any kind of help. The hell with you. Do your business!" [Hem] and that's all.

F: Yeah! The foreign specialists that come to Tunisia in the framework of bilateral cooperation, and so on. What role do you think they play in promoting change as well?

T: A very difficult question! Ah well, to say the truth there are some seminars when people come and they have a great feedback. And there are some who come... A lady and I still

remember the words of a teacher who said about me and X. He said, "Well, we have teachers like Mr X and the teacher who said it, you know what I mean? Well, since we have these people like X and Y, God protects them, why don't we use them to give out something and probably they [Give them some time and they will..] So sometimes they make fun of themselves and these people who come. They do something in India or I don't know where for the Rif-Raf and then they come back to Tunisia thinking that they had a lot of things to say but we keep on watching and suddenly they finish everything. So? (interviewer laughs) What have you done? We know this. So, it is not the mistake of the teachers [em] Probably it's the mistake of the inspectors who did not know what to bring or what to choose. The teacher who asked someone to come... I don't know! [So the fact that we had one time Keith Morrow or Dave Allen coming to talk about this and that, does it mean that there is going to be promotion of these ideas at the level of?

T: It's a joke [aha] if you keep bringing the same person. I don't think.

F: And why do we have to bring the same person?

T: Like Dave Allen.

F: He came here many times? OK! Now the last issue I'm going to have your opinion about, is the issue of career advancement for the teacher and the importance of this for his/her professional development. Now to the best of your knowledge what are the different ways for a teacher of English in Tunisia to advance his or her career?

T: Well, you know that the teacher begins as a teacher and finishes as a teacher. The only difference is that there is what we call *PP*, *Professeur Principal*. That's the only advantage we have. [Did you manage to get that?] Yap. Eh.. and this why teachers, we teachers do not want to innovate because we're stuck [for ever] and there is no advancement. There is no future. There is no promotion. There is nothing! [You mean financially or in terms of...?] Yeah.

END OF TAPE TWO SIDE B

F: So the teacher, you feel hasn't got any prospects or something to look forward to.

T: (Deep sigh) Ah! Yes and they say this probably meant to stop some teachers from working and stop doing their best to find or discover new methodologies, etc. I think the best way to encourage teachers is at least to improve probably their salaries and to take into consideration the years of work and probably we could [promote them] a kind of mechanic promotion and probably as a kind of... We can do a favor to a teacher who has been working for twenty and twenty-five years by decreasing the number of teaching hours. Why not twelve hours a week [and some other responsibilities [hem]]. Why don't we send them to England? They have been teaching English and haven't been to England for the past ten years. Eh... [to brush up their English] yes, to brush up their English and probably to remember or to at least discover the new life; the way of life because you are having always all the time new manuals that show a new aspect of contemporary life in Britain and in

America. And that's a good thing and try to make a kind of organisation for teachers [an association] an association. Sorry! Just to make teachers participate and exchange. It's a chance for them teachers. Why should teachers go to the bar or the café and lose their time without doing anything. So, eh...I think a lot of work should be done to help the teachers eh.. climb the economic ladder and the social ladder. Eh.. Just to pay attention to these teachers. I suffer when I see them in the staff room [em, em]. They are poor creatures. You feel that they are tired. You feel that they're [fed up] You feel that they're overworked [em] You feel that they suffer a lot [burnt out]. That they have a kind of burden on their shoulders; it's not only their family; the kids, the programme, the manuals, the tests, test, tests. The exam; a terrible thing. So give, give, give, a lot of help to these teachers.

F: So also I know that there is the university root to that. Teachers having the opportunity to take a post-graduate course, and so on. What do you think? Is that a better way of approaching it?

T: You mean a kind of what we call '*détachement*' [seeking... Yeah, seeking further qualification. Is that a solution?] Well, everybody has got a dream to go up. Everybody wants to climb. Everybody wants to reach the top but when you know that you will never reach it, you stop. [em] I, myself, I had a dream to be a university teacher. To go up. I tried this in the beginning but as soon as I discovered I was married and had children, I said well, it's impossible. [Yeah!] How can I do that when I have to work to get or to reap a kind of little money I need money to bring food and buy everything. Life is expensive today and the cost of living is terribly high so no one can waste [afford it] or afford it or do some extra hours or work in order to be a teacher at university. So, you say, "Well, I'm satisfied with my position today and I simply have to work extra hours and give private tuition or in a private school, etc. and that's enough." So, if they try to make it easy for teachers to promote. That would be a good thing. If my salary were about \$800, I would do that. i would never feel afraid of promoting myself and probably in a two-year time, I will be a teacher at university but 'question mark' [Yeah, if you go for that, you would have to be spending a lot of money not gaining money] Gaining money! The purpose is money. Money, money, money! We eat money. We speak money. We do everything with money. You see the problem today is money [em] Eh.. So, I think, if our salaries are improved, I think we teachers wouldn't think of seeking other jobs. [Yeah]

F: But you know even for some teachers it is not attractive to become PP or to become inspector or to become *Conseiller* [No, in English, in Arabic and other subjects I think, teachers want to become PP but for teachers of Math, teachers of physics, No he doesn't want.] In English as well? In English? No, many people want to be because what is English? It's no longer the English we had some years ago. *coefficient 3* [yeah, so pupils are not after private tuition any more!] No, no [translations and things like that] No, and here about translation. You want to translate a page containing sixty or eighty lines and they say well five dinars. I won't do that. I'm not going to translate that. In Tunis you can find occasions like that but in X, 'no'.

F: OK! Thank you **very much** [You're welcome!]. I'm really sorry we finished up with a very sad [sad end] Thank you very much again for your collaboration, patience and openness

and everything.

T: Thank you very much for you invitation, for the tea and for the cakes. They were delicious.

F: What did you think of the questions?

T: The questions. Yes, eh... they are good questions that cover the whole thing I think. Alright. The manuals, the pupils, the teachers, future prospects, etc. It's a general overlook over the whole thing. It's an upper view as if you were looking at it from a plane [em]. We covered everything and I hope you are satisfied with my answers and I hope you find eh.... [I liked the details about your life in the beginning] Yap! (both laugh) [Thank you very much X for coming.]

END OF INTERVIEW

APPENDIX 5.7  
INTERVIEW WITH TEACHER 2  
(15 AUGUST 1998)

F : Thank you for accepting to answer my questions

T : Not at all !

F : The first part of this interview is just a .. I would like to know more about you ; your background, previous experience... How long have you been teaching ?

T : I have been teaching for four years.

F : And what do you teach now ?

T : I'm teaching English.

F : Where ?

T : In a secondary school in X

F : Aha? That's North-West of Tunis ?

T : It's in the North-West.

F : What kind of school is your school ?

T : A secondary school.

F : Is it a *Lycée Préparatoire* or *lycée secondaire* ?

T : Secondaire

F : It's *étatique*- a state system school.

T : Yes, state school.

F : And have you taught in different schools before ?

T : Yes, I have taught in X, in Y and then I moved to Z where I have spent two years now.

F : And your first two schools, were they in the state system also ?

T : No, the first one was semi-public. It's not public. The first one was in X it was private then the state school. Two state schools in TebourSouk : one the *collège*, the other is the *lycée*.

F : So you are teaching in two different schools.

T : I taught first and that is last year in the *collège* and this year I'm teaching in the *lycée*.

F : Ok : What levels did you teach before ?

T : I have taught all levels- from the 8<sup>th</sup> level up to the *Bacclauréat*.

F : So you are an experienced one. Which textbooks did you use ?

T : I used the communicative.

F : *Communicate in English* ?

T : Yes, and this new one for the 8<sup>th</sup> form.

F : *Say it in English* ?

T : Yes and I used ... [8th & 9th or ?] just 8th not the 9th and I used old books for the bac..just in 1995 or 1994.

F : *Communicate in English* that is.

T : Yes.

F : which of these books you used did you liked most?

T : I liked the old books.

F : What do you mean?

T : Not the old, the audiolingual but *CIE* compared with the new one for the 8th form, it is old. So I liked those. The new one is too complicated for the children [young learners!]. Yes, young learners. It's too difficult for them and the result is clear now. We have seen the results for the *9ème année*. It's very bad..so, due to the book.

F : Due to the nature of the programme. I see. Now your previous experience as a learner of languages in general and of English. How many languages did you learn so far?

T : I learned Arabic [Standard Arabic] and of course, English, and French. I tried Italian and German but I did not go long for that.

F : Where did you learn them in school?

T : Of course, for English it started at school and for Italian and German it was in Manouba.

F : Now for your memory what method or methods did your teachers use when you were taught these languages. Which ones ? Can you recall?

T: Some of them used the Audio-lingual method, some of them used the Communicative Approach [for Italian and German?] Yes, for Italian and German because for these it was in 1993 and the Communicative Approach was not at that time [not used in Tunisia!] Not used but at that time when I was in secondary school the Communicative Approach was not famous in Tunisia and was not introduced so my teachers used the Audio-lingual method.

F: What did you like or dislike about your previous language teachers?

T: In secondary schools or in Manouba?

F: No, in secondary first and then in Manouba if you like.

T: In secondary school I just did not like the way they taught because the teachers I had did not explain well. They just used English and French. At times it was not necessary to use French and at times it was necessary to resort to French for young learners and they did not.

F: and particular teachers.

T: Yes I remember my baccalaureat year teacher. She did not explain anything so I revised everything from my book of 6ème année.

F: Was there an English teacher who marked you in any way; a teacher you liked very much..or one you disliked may be?

T: In general I liked all my English language teachers because I liked the language first. I liked English and I liked as a result all my English teachers.

F: Ehm was there a particular teacher or?

T: I don't remember one.

F: Ok ! What kind of language learner were you?

T: In general or in English?

F: In English?

T: I worked hard for this language. I learned everything by heart and some time I read books and I have used all my skills for that language in particular. It means with other subjects, I did not learn. Sometimes I cheated! in geography or... But in English I was working hard and did not cheat because I liked the language.

F: You said you learned everything by heart. What is it in particular in terms of English that you learnt by heart?

T: Vocab. I was learning vocabulary by heart.. some things in context and some not in context. I just learned the words I liked. This means this so I learn it by heart..and sometimes I took structures of some sentences and I learned them by heart. Sometimes in context, sometimes not in context.

F : You write them in a special notebook or what ?

T : Yes.

F : What kind of strategies did you use to study for your English out of class..like reading books, etc.

T : Yes, sometimes I just watched films in English even though I don't understand the words because I was at secondary school at that time and I liked to speak to foreigners who speak English

F : ehm ! was it possible ?

T : Yes, because I had neighbours who had relations with some foreigners and they came to Tunisia.

F : Talking about your university, your experience at Manouba, in what way did your studies at university contribute to your knowledge of the language ?

T : My university studies contributed a lot to my language. When I came to Manouba I almost had nothing. I did not have good knowledge.. just something from the school but I learned a lot at Manouba.

F : What in particular.. do you remember ?

T : Some subjects for example.

T : I liked civilization, translation..translation most.

F : Thy contributed to your knowledge of the language ?

T : Yes.

F : In what way, for example, a course in civilization contribute to..

T : Just it's open to other worlds and especially to Britain and you have to learn history and all sorts of civilization in English and to know about rich countries. It's nice to know about them.

F : And that helps you when teaching.

H : Yes, of course because if I am faced with a vocabulary word I don't know. I just have a reference- This means this and why it exists you know that vocabulary always changes as a result of technological innovation or historical facts everything contributes to the existence of vocabulary and sometimes you have vocabulary that has a background- something that is a reference!

F : Yeah ! yeah ! ehm did you have an opportunity to spend some time abroad as part of your language training at university ?

T : Yes, I spend my '*stage*' there. Three months or two and a half.



F : And where did you go?

T : Farnham !

F : And how was the experience ?

T : Nice- It was a nice experience.

F : Can you think of advantages or disadvantages.

T : Yes, of course. My experience was nice in some aspects. In others it was negative..negative generally because I was a foreigner there and for the first time I was in Britain. So sometimes I don't like the way British people behave but later on I learned that this is part of their cultural behaviour and I liked almost everything about the way they live.

F : and in what way did that help you with the language?

T : It helped me with the language because in Manouba I was just learning English reading and writing so it was there was no opportunity to speak and in Britain I was obliged to speak and to practise my English especially with their everyday life not the language of writing and reading ; the language of books.

F : At that time did you stay with a family ?

T : Yes, I stayed with two families; the first family went on holiday so I moved until they returned and I returned to them !

F : Now, as a teacher now how helpful did you find this experience with everyday life.

H : In Britain or

F : In Britain yes !

H : It helped me. When I explain something I just remember the way English people spell this word or explain this in terms of the associations with the word. It's different from us Tunisians when we speak our language. We just have the word and we don't have the association with it. They have different associations. For example, when you say 'bread' it's different from bread [Xubz] [for us !] bread is different from our bread although it's the same thing.

F : Do you ? I know you started your DEA course..your post-graduate course and I know that when you were studying for your degree, we did not have in Manouba a TEFL course or Applied Linguistics course, but you had that when you went for your post-graduate course. How helpful did you find this knowledge to you as a teacher ?

T : When I spent one year for my DEA. I thought that if I missed the opportunity of the DEA, I would not be able to go work as a teacher as if my *Maîtrise* were not valid or good enough. Because our problem in Manouba is that we have forgotten to work with ESP and with TEFL and it's very important, more important than

civilization. Linguistics is very important because it's the logical aspect of English Language teaching. It's nice, civilization is nice but to have knowledge about linguistics is very helpful.

F : And in what way did your TEFL course at the DEA level help you ? What is it, for example, that you really applied very quickly ?

T : The aspect dealing with the skills mainly with language skills.

F : Teaching, reading, writing ?

T : Yes, before in Manouba in my *Maîtrise* Level before the DEA, I just heard this word 'skills' and because we were concentrating on translation, how to translate words and on civilization, and on literature..we read many books but we don't have any idea about special aspects of linguistics.

F : And in your TEFL course did you have an opportunity to learn about different methods ?

T : Yes, we had a preview of the different methods in language teaching ; the Audiolingual up to the Communicative Approach and we have seen the defects of these methods as well as the advantages and we had to compare and we just had to practise 'eclecticism' which is to use different methods which suit your situation.

F : ehm very good ! now you have been teaching for about three years officially [not three. Two officially !]Two officially and two semi-private. I am going to ask you a few questions about what is considered as knowledge for the teacher. What kind of knowledge should a teacher of English have in order to perform his/her job properly ?

H : Ok the word knowledge involves many things. It involves experience..it involves background knowledge. He/she should have something that he/she learns in order to teach but also experience and to ask other people if he/she does not have the opportunity to have the experience. To ask other people and we have this opportunity in the sense that we have two years of training so we have to listen to our trainers and they give us advice.

F : ehm ! and what is the proportion of the knowledge of the language per se.

T : You mean the language I learn from.. [English yeah !] Ok if we have a different university in Tunisia but it is known that Manouba is the best and the standard you reach at Manouba is enough because English language teaching in secondary school is not..does not require a lot of background as much as it needs simplicity and how to deal with learners.

F : Yeah, the learners, the textbooks, etc. Now generally speaking, how would you rate the average language teacher ? in Tunisia [their level in knowledge in general or in the *Maîtrise* ? in general.

T : Ok ! everything is relative I cannot say this is the best or this is the average. The word average is pejorative. You have to say 'average' in what sense.. so in what sense ?

F : I mean if you think of all the teachers you've met in your school, your colleagues in other schools what would you say about the level of ELT in Tunisia ?

T : It's very high- either from IBLV or Manouba, or Kairaoun. We Tunisian learners, we just learn English very well. We are exposed to English even though we do not have a great exposure in Tunisia but we are good learners of English [ehm !] especially being on the dole encourages people to learn more in these two years waiting for the job.

F : Now as we are non-native speakers of English..as non-native speakers of English..so as a non-native speaker of English, do you feel the need to improve your English linguistic knowledge in order to teach certain lessons properly ?

T : Yes, I like to improve my English because it is deteriorating that is, English is fading away.. the more we deal with young learners, the more we lose our knowledge of English [ehm !] because you do not have someone at your level to speak to and he has to correct you or you correct him and that is, you just respond to him.. but with young learners you start to lose your knowledge of vocabulary even your association with vocabulary. It becomes restricted to what they thought.

F : Yeah ! but do you feel sometimes that there is something in the book that you have to deal with and that you don't know really?

T : Yes many times. I'm faced with things I'm stuck with and I say what is this ? It is due to lack of experience. I generally go to experienced teachers and ask them. Sometimes they don't know that either and sometimes it is due to lack of cultural insight. We are not exposed to what is going on in Britain so every time we are faced with something difficult and this is due to many things.

F : and these 'many things' are generally related to everyday life [Yeah everyday life] do you have any examples?

H : Sometimes it is vocabulary abbreviations [acronyms !] or phrasal words. These phrases and what you call colloquial English sometimes you have a proverb. So you have to ask ... Do you use a dictionary for that ?

T : Even the dictionary you have to. I think any English language teacher needs to go to Britain, to experience the native form of the language there and to just spend some time there every year at least.

F :Yes !

T : The Ministry of Education should organise excursions for English language teachers either in Lycées or at University. Because we can't afford to go there. In Tunisia people are not rich so they can't afford to go there. It is not easy !

F : When we talk about..when we say you are a teacher of English. What's the subject-matter of English that we are interested in Tunisia ? You were talking a moment ago of Manouba and how they consider English studies as literature,

civilization and so on. Now for the English language teacher and the practising English language teacher, what is it the subject- matter he's interested in.

[at school ?] Yes, to be able to teach at secondary school. I think there is no special subject-matter because when we are dealing with the books of the learners we find many things to add to the subject and to know other subjects. Every text has its own subject. Every poem has its own subject so one book no matter how small, it refers to many things [ehm ! ehm !] there is no special [it is unpredictable !] Yes, it is as if you have to be a jack of all trade in one book you must be good at poetry and you must deal with technology at the same time when you are faced with a text like Henry VIII, you have to be good at history [Yeah !]

F : You mentioned here history. How important is the cultural aspect- Culture meaning history, arts and so on. How important is it for the English Language Teacher in Tunisia ; considering the context and the tesxtbooks in use ?

T : When we say culture, we say language so when we are speaking English, we must speak within the culture. It is something that we don't have access to in Tunisia. We don't learn English culture at secondary schools but I think it is necessary to learn along with language English culture [It is inevitable, isn't it ?] Yes, it is very important. Without the culture element we cannot understand the language.

F : What other kinds of language-related knowledge like we have history related to language, culture related to language. What other knowledge that is related to language that you feel you need to know, you mentioned technology a moment ago.

T : You are asking about the things that are related to culture or to language ?

F : No, No what is the language-related knowledge you need to teach.

H : I think the learners who are at the baccalaureat or 6<sup>ème</sup> année who learn 'Informatique' or 'Economie de Gestion', must be exposed to technologies. The language of technologies because it's necessary in their studies. For young learners the topics/themes they must know about are related to every day life. British life the way they eat, their life- For 4<sup>ème</sup> année, 5<sup>ème</sup> année about their everyday life especially about adolescents in Britain so they have to compare.

F : Ok ! Let's take a little break.

BREAK

F : We've just been talking about subject-matter knowledge or content knowledge. You mentioned the need for the teacher to know more about linguistics, about TEFL and so on and now this type of knowledge which is related to pedagogy. What is it that the teacher needs to master in your opinion ?

T : In my opinion, a competent teacher for the administration is a teacher who does not have problems with his pupils ; a competent teacher for colleagues is a teacher who just knows about teaching; that is, has experience. A competent teacher for the

learner is someone who has the capacity to make information easy and to just ... give the information [to transfer the information] yes, to transfer the information and the learner feels that he understands the lesson but in general a competent teacher is the teacher who knows about the learners, who knows how to understand the interlanguage of the learner, how to manipulate the class, the learner and so on.. who [sorry ! 'manipulate' what do you mean 'manipulate' ?] eliminate chaos in class, disorder and at the same time make the learners motivated and especially know how to transfer the information in a way that is not difficult for the learner and it is not difficult for the learner to... [to follow ?] Yes, to proceed. [ehm].

F : Sorry! and for you a competent teacher is someone who knows how to manage the class as you mentioned.. someone who can make knowledge accessible and the content of the lesson accessible- Are there other characteristics.. features.

H : There must be others but I can't remember.

F : You mentioned, for the administration it's a question of handling discipline problems [Yes ! no problem with learners] and for you is that part of competence as well ?

T : No, because the administrators lack the knowledge about what happens in the classroom. Sometimes they know but they try not to know and it's interesting for them just to succeed in their job that is, solve administration problems which are always in contradiction with the interests of the teacher. They just stand on the extreme side.

F : And for you in what way is that a contradiction ?

T : Between the administration and the teacher ? Of course, because the interests are different. There must be problems. There must be gaps because what is problematic for the administration is that they do not like to have problems with the learner because the learner is the source of their salary and the teacher, in turn, wants to manage his class in order not to lose control and respect. The administration is not concerned with whether the teacher gets the respect as much as not to have problems with the parents of the learners.

F : So for you how do you solve this problem ?

T : In my way I try to have a special character. Sometimes I have problems with the administration, sometimes just have the learners on my side and it goes like this until I finish my year ! (interviewer laughs !)

F : Now what are the personal characteristics of the teacher that you would consider important for the teacher in Tunisia ?

T : A teacher must not lose respect. This is the most important thing.

AND OF SIDE A TAPE 1

F : I've just mentioned the question of losing respect and so on.. discipline problems are important..

T : Very important ! They affect the way learning goes..the way the process of learning goes because if the teacher is not respected, no one will be interested in the lesson. The learners will think of other things instead of learning.. to just.. find ways to laugh at the teacher. So when a teacher does not lose respect he or she can transfer information in a calm class and ...

F : What personal characteristics are going to help the teacher ? to succeed in performing his/her job ? Being what ? Severe, strict ?

T : I think being severe does not work with the Communicative Approach and to be just a clown is not good either just to moderate and to behave according to the situation you are facing.

F : [Ehm Ok !] coming back to the question of pedagogical skills, what in particular are essential skills.. are very essential, necessary for the teacher ? Remember when you first started teaching, which skills ; pedagogical skills you thought were essential ?

T : The pedagogical skill that a teacher should have are based on certain techniques such as elicitation and nomination strategies, conducting efficient and meaningful drills, presenting lexical items and grammar points, introducing and practising communicative structures using body language, etc. The teacher should learn how to mix techniques in reviewing previously taught material, setting and checking homework, exploiting texts, conducting role plays, etc. For the learners speaking is the essential thing and I think for the teachers they must pay attention to speaking because we learn the language to speak first and we say this is a native speaker of English we don't say this is the native learner or the native reader. So speaking. Eventhough we know that the 4 skills are intertwined, and that learners use one skill which contributes to the language.

F : So how to teach speaking as one essential pedagogical skill ?

T : yeah !

F : And how did you deal with that ? how do you manage ?

T : Teaching speaking is difficult because when dealing with the reading, writing and ...it is not difficult because we have a text we just read and we don't know what goes on [in the minds ?] the minds of the learner. When they write, the errors we have reflect the minds of the learners. They can't cheat. We can't see that he or she can learn by heart but speaking and natural speaking mainly is not an oral test this is speaking. It's nice but artificial. Natural speaking is the input one ought to expose the learner to in order to mix it with the interlanguage of the learner.

F :What is 'natural speaking'?

T : when you have a conversation, a natural conversation in the classroom. They don't know about the subject ; just introduce the subject, start to laugh with them and to speak with them and you'll find that one speaks Arabic, the other French and the other one tries to show off and speak in English..and step by step they start to speak English and you can know the degree of knowledge they have.

F : Yeah ! Ok ! Now how would you make a difference between an experienced teacher and a new teacher ? What is the difference between the two ?

T : The difference can be made very clear. You can know. You are asking for the distinction how you distinguish them or how you can recognise the two ?

F : How you see them ?

T : How you evaluate them ?

F : How would you represent them ? we say a novice teacher has got such and such features and an experienced teacher differs in such or such a way.

T : Normally I can distinguish between a novice teacher .. in my domain ! an English teacher who is experienced and someone who is not experienced. Normally, new teachers are very motivated and experienced teachers don't work.. It's not that they don't work hard but they just get accustomed to the ... [situation !] situation so they just...They are not as motivated as new ones. But the advantage that experienced teachers have is that they know how to manage the class and they are not exposed to the same errors. They have gone through them before the inexperienced ones so that is an advantage.

F : Ehm, how would you describe quality teaching ? 'good' if we want to use 'good' even though it's a value judgment but quality teaching.

H : Quality teaching for me is the success to transfer information to the learner. That's it.

F : What kind of information ?

H : The information in the book that the Ministry asked you to explain.

F : And how would you make sure that it is 'good' ? Good quality teaching ?

H : I cannot make sure this is a good methodology because everything is relative. My opinion is a *jugement de valeur*.

F : How can teachers acquire all this knowledge about teaching ? teaching methods, classroom management,...?

T : Experience, training, background knowledge, television, exposure to English, going abroad, the learner himself.

F : You mean observing the learner.

T : Yes, the situation. The book, the programme everything helps.

F : Ok ! now we have the teaching methods. I mean here the Audio-lingual, the Communicative Method and so on. We know some of the teachers have never had a course in Teaching methodology but young teachers had them.

T : A course in methodology. No ! my problem was that I didn't have a course in methodology, [you didn't] neither in Manouba nor [ not even in your post-graduate course ! but for example we were talking of teaching methodology !] Yes, I've been taught methodology late. It means not before my *Maîtrise* after my *Maîtrise*. Other teachers did not have this opportunity to read for the DEA so they [did know...] Yeah ! perhaps in IBLV they know that.

F : OK. You learnt in your TEFL course the difference between Audiolingual, Communicative, Grammar Translation Method and so on.. what is curriculum design and all these things. Now this is basically theoretical..the procedures themselves. How did you learn that ? How can a teacher learn these things ?

T : My knowledge about methodology was at first more at the level of theory than at the level of practice because the classroom provides me with the way I choose my methodology. There are many types of methods as you said Audio-lingual, Communicative, Grammar Translation, etc. but I have chosen something else taking into consideration every method.

F : You're 'eclectic' !

T : Yes, sometimes I resort to the audio-lingual method. Sometimes when I feel tired and the students need to be calmed down, I resort to the Audio-lingual and sometimes when I feel that they are not understanding and not following, I try to motivate them and use the Communicative Method. Even with the individual skills I think they can be taught in this method. When teaching reading, for instance, it depends from one text to another ; this text can be taught using the communicative, another not.

F : So how did you learn the different techniques to be used for each method ?

T : It depends on the situation. I don't have this in mind in advance because I don't have enough knowledge about the different methods. I just heard about many of them.

F : But you try to apply them in the classroom !

T : No, I don't have this as a primary objective saying this is the methodology and now I'm going to apply it. I just go to the classroom. I don't think of the methodology and it just comes like that [natuarally !] Yes.

F : OK good ! You said we have a textbook to use in the schools and there is a syllabus behind it. How do you see the relationship [yeah...] How important do you think it is for the teachers to know about the syllabus they are obliged to apply?

T : You're asking me the extent to which...



F : You know the official program. .[yes] the official text [yes] How important is it for teachers to read it ?

T : It is important to read it because a teacher in the beginning of the school year before he starts teaching even one word, he or she must know about all the book in order to organise the content; which comes first and which comes last and to take into consideration restrictions of time and place.

F : Talking about the official syllabus in relation to the book, did you have any opportunity to see the official syllabus ?

T : Yes, I have an idea about the syllabus for the levels I'm teaching (8<sup>th</sup> form Basic Education and 5<sup>th</sup> form old system) for 9<sup>th</sup> form I did not have a chance to see that one. I compared the official syllabus and the textbooks and I found that there is a mismatch.

F : So what did you do about that ?

T : I manage myself because we get accustomed to the situation in Tunisia.. that it is not perfect.

F : So what kind of knowledge about the syllabus is helpful to the teacher ? Which part of the official text ?

T : It's the one dealing with the skills. This part is the most important one..dealing with the skills.

F : Yes ?

T : I mean when they tell you how to deal with the skills.

F : I see. Also how important is it to do that ? You've said before that before one can teach one word, he/she has to go through the whole book. Is it also necessary to develop some acquaintance with the books in use for all levels ?

T : Yes, it is necessary.

F : In what way is it necessary ?

T : There is some sort of a continuum. You have to know about the last point in order to know how to deal with the next point.

F : It gives you a sense of direction. Is that what you mean ?

T : A sense of the process and purpose. It is necessary for the teacher to deviate from the textbooks in use. When you are teaching a lesson, for instance.. suppose this is a reading so you say « no, I'm not going to stick to the text or to what is in the text ! » It depends on how you want to use it. You might want to explain something related to a cultural point. I always do that. It is to the benefit of my pupils if I decide to do that. I sometimes do that in order to vary. If I notice the pupils are looking bored, I take the text as a starting point to talk about something else so that at the same time they do

not feel that what we are talking about is irrelevant or out of context. Sometimes when I feel that the learners are bored, they do not like to be restricted to a text, which has some kind of dry content, for example, about medicine. For example, one time there was a text about Ibn Sina and they did not want to talk about that. I started talking about the Arab World during that historical period and how it was a power like Rome in its time and they started to be interested in the text. That made them feel good because you know that our students know that there is a gap between the western world and ours.

F : Do you think they are conscious of the fact that the English-speaking world represents a dominant culture ?

T : Yes, they feel that and know that. Besides, it is implicit in the books. If I have a text like the one about Ibn Sina, the authors start talking about Ibn Sina and how great he was and then the text deals with the decay of Arab civilization and how the Western World used Ibn Sina's work and improved it. So, the pupils lost Ibn Sina and started with the idea of European success. So the introduction is about Ibn Sina, the title is « Ibn Sina » and from paragraph one on, it is about the Europeans. The message is that we are now an inferior culture [Interesting! Let's have a break. Shall we ?]

#### SHORT BREAK

F : I'd like to talk about teacher/learner relationship and some aspects of the learning/teaching process. Thinking about your own teaching situation, the way you experienced it throughout the past two years, what is it that a teacher needs to know about his/her students ?

T : Normally, the teacher doesn't want to know anything about the learner. The most important thing a teacher wants to know is how to manage the class and go on. The only thing a teacher wants to know about the pupil is how to keep him/her under control. This is normally the interest of the teacher with the pupils and that really shapes the relationship. I remember my first experience with 8<sup>th</sup> form. I had to teach all the 8<sup>th</sup> formers in the *collège*. I was the only English teacher there so..(laughs) I didn't know about my pupils just in each class : There were two or three pupils whose names I knew. The best and the worst pupils especially (interviewer laughs)..So they know me because I'm their teacher but I don't know them.

F : But ideally what does the teacher need to know about the learners ?

T : His/her level [abilities ?] yes.. and also the level. The teacher needs to pay attention to the interlanguage of the learner in order to know how to help him improve and go to the next stage.

F : Yeah, how would you summarise a teacher's responsibilities towards the learner ?

T : My responsibility is that I must be fair because sometimes we have very good learners but who are not conscious they are doing well. I'm not speaking about

grades.. I mean their participation and involvement, so I should not lose these pupils and concentrate on those who do not like the language and do not want to know. It is recommended that we motivate them but I feel this will be at the expense of the motivated ones. It is important to give equal chances to everybody !

F : And do you see that you have a responsibility towards their success in school in general ?

T : Yes, if in my subject the students do not have good marks and this is mainly due to the fact that I did not do my job properly, I will feel responsible for their failure. But if I help them and they do not succeed it is their problem.

F : I see. How do teachers help their learners in the process of learning the language within the context of schooling in Tunisia ? I mean, considering the fact that we have 35 pupils in class and considering the fact that English is merely a school subject for many pupils... Yeah, How do you help ?

T : By encouraging them to learn more outside the classroom.

F : What kind of advice do you give them ?

T : I give them books to read.. stories..sometimes I expose them to films in the school. I tried this once. They laughed in the beginning and thought it was really unusual but then learnt a lot from the experience.

F : Where did you get the film ?

T : I took it from the British Council library. And I asked the headmaster for the video machine.

F : When students are going to learn English out of the classroom, do you mean they can learn by themselves and be autonomous ?

T : It is not necessarily the case because I think it is always better that teachers and learners work together whether at school or out of school. If the learner is asked to do something, it is important that he/she gets feedback from the teacher. The learner comes back to the teacher with what he/she has done and the teacher says this good or suggests a different thing to help him to work.

F : So there must be some collaboration as you say. Does that apply to young learners or older learners like in the Baccalaureat level.

T : For both.

F : OK ! What can teachers do to ..considering the situation, of course.. What can the teachers do to help learners improve their language skills in and out of class ?

T : I tell them to watch films in English.. I give them books to read and entice them to go out and use their English with the tourists.

F : are there many tourists in the area ?

T : Teboursouk is a touristic area. We see many tourists there. My 8<sup>th</sup> formers started to say « Good morning » to the tourists and things like that and the tourists laugh, of course.

F : So when you get 'successful' learners, how do you explain their success ?

T : I had many pupils who were very good.. excellent even. I had one pupil who had top marks (20/20) in everything ; oral and written tests and it was not because I was easy on her. I don't think it had to do with my teaching either but because she was learning on her own as well. She had a problem with her parents. They were to divorce and she felt isolated and was working hard. Her mother was also keen to see her do well. She was good at everything. In English she was encouraged to go and write a poem. She was only a beginner in 8<sup>th</sup> form. I was amazed!

F : And do you think that comes from her work out of class ?

T : It is mainly her motivation. She was motivated and probably her situation at home and that she liked me as a teacher.

F : What role do the types of activities a teacher uses with the pupils and the types of materials he/she uses play a role in the learners' success with language learning ?

T : Learners like to speak and mainly about personal subjects. So when it comes to emotions, everyone starts to speak and give their opinion. When it comes to topics like 'going abroad' or 'freedom', everyone starts to get interested and to speak. You see everybody becoming good at English.

F : yeah, for instance when you use pair-work [yes, they like this !] yes and do you think that it contributes to their improvement.

T : Yeah, but sometimes they don't stick to the subject and start talking about other things (laughs).

F : And what would you say about the fact that they work in pairs or in groups ?

T : Yes, it is good but sometimes there are drawbacks.

F : So judging from your experience with teaching..you know that there is a lot of emphasis on interaction.. that the learners have to be encouraged to interact with the teacher and other learners and so on. What is your opinion about that ? Do you agree ? And if you do, to what extent?

T : The Communicative Approach ?

F : Interaction. I mean the assumption that the more the learners interact, the better is the result ?

T : Frankly speaking, I am not sticking to this approach. I just use it when I have an inspector in or my trainer because I am obliged to do that. It is necessary to teach in a communicative way but I usually don't stick to that because it is not always necessary to have interaction with the pupils, you start to lose respect. They start to talk about

English and then they start to talk about something else and especially in Tunisia we have to know that our learners are not serious learners.

F : They're not ?

T : Yes !

F : Why aren't they ?

T : They don't like..[English !] No, they don't like education altogether. They told me that the economic situation in Tunisia is now affecting the way people think and even children. Everybody thinks education [in the 8<sup>th</sup> form they think that ?] Yes, they say after my education what am I going to do ? So why am I learning this and that and you see they are not motivated to learn. That applies to the majority of the pupils.

F : So what role do the learners expect from their teachers? You mentioned something about discipline a moment ago..

T : Yeah, you are asking what do learners expect from teachers and not what teachers expect from learners.

F : Yeah, what do you conclude from dealing with pupils? Sometimes you feel they expect things from you. What is it they expect?

T : Normally teachers expect learners to behave but what learners expect from the teachers is not clear. (interviewer laughs) Yes ! until now teachers do not know what the learners want ..what do they expect because when you think they expect you to be severe, they start creating problems for you. When you just be friendly, you lose respect. So it is not important to think about what they expect.

F : In terms of teaching, what do they expect ?

T : In terms of teaching ? Marks. It is the most important thing.. or to explain in French. They like you to explain in Arabic or in French [not to teach through English !] yes, they don't like explanations in the English medium.

F : So you mentioned that they react if you are strict or authoritarian, how do they react ?

T : Of course, they try to cluster like tribes and (interviewer laughs) be very clever and do things you can never dream of (both laugh) either outside school or in the school and start to tell lies even with the help of the administration and make up something like films and you start to lose your career if you are not careful !

F : The next topic is teacher development.. talking about the career of the teacher and how it progresses [yeah !] so the sources of learning for the teacher . What is it that teachers learn in the first year of their experience. You mentioned a moment ago how you went straight from university to teach. You did not have any experience with teaching before. You were not exposed to teaching methodology or teaching practice.. You did not know how to teach.

## END OF SIDE B OF TAPE 1

F : OK ! So the question was how does a novice teacher cope during the first days of teaching. How can he/she manage to teach despite the gaps?

T : New teachers are always frightened during the first days. They are always frightened because it's a new experience. They are told that learners are the enemies of teachers and that there will be problems so everybody expects problems and a new teacher always is suspecting his level, his background knowledge. « Am I going to be successful? Am I going to be a good teacher? Am I really a teacher now ? » and just you imagine the fear and ...

F : But despite all that you have to teach.

T : You have to teach- either to finish the hour happily or er...?

F : So if you try to recall when you first started..your first encounter with the students..your first lesson and how you planned for that...

T : For me I have four experiences because each time I was in a new situation. The first one was when I had to teach a Baccalaureat class and when I entered the classroom I found old people. They were taller than me and you just imagine it's a private school. I was very frightened. I did not speak at all. I was looking at them trying to be severe and they started to look at me and then after that I tried to be friendly and I succeeded until the end of the year not to have problems at all. As for the second experience, it was in a semi-private school and I had a little bit of experience by then and it is my principle to be severe at first and then to be friendly after that.

F : When you plan for your lessons..the content of your lessons..How do you organise yourself ?

T : I plan the lesson and take into account the hour and the class. Sometimes I will be dealing with students in the economics stream so these pupils are unlike the ones in arts. With Arts students I try to make an extended lesson with lots of vocabulary input. It's nice. It's really a good lesson. With the Economics students I try to find jokes and proverbs in order to fill the time without problems [you make it lighter] yeah.

F : Remember when you were planning lessons and you were going to teach a reading. How did you decide what to do.. what was step one, step two ? Without training... You did not have any training before. So how do you come to decide ?

T : When teaching reading I just explained what we were going to deal with ; the subject-matter and I ask them to concentrate on the text. They read the text. In my first year, I just did not concentrate on reading because I relied on the book. I have questions following the text to read and to answer the question. When they finish, I

use the second half of the hour to answer the questions. That's it. But this is not the way to do it because later in my training I learnt how to deal with a reading activity. I must introduce the text first and then deal with the questions one by one and not with them all.

F : Then there was your second year. What was the importance of the second year of teaching in terms of gaining more competence ?

T : In the second year, I didn't have to attend demonstration lessons any more because we do everything in the first year but it's important because it is a question of my career. It's going to be a problem for my job. I am going to be a teacher or not. In that sense I felt I needed to work harder then when I was a *stagiaire* and I started working by myself to manage the classroom and to work in an intelligent way.. to take into consideration when the inspector comes. So it was a question of how to work.. how to have a good lesson when the inspector comes to visit. That's it.

F : So were you trying to develop your own teaching style in any way ?

T : Yes, but when the inspector came at first, he imposed many ideas on me. I did not like that. My first inspector was Mr X and when Mr Y replaced him, they were different in their ideas. So I was amazed when Mr Y asked me to return to the Audiolingual method.

F : Did he ?

T : Yes, he did not like my Communicative Approach and I too did not like the Communicative Approach but I was trying to show him that I learnt from [the previous inspector] which he did not like. I was obliged to tell him that this was the result of my education in my first year. I agreed with his ideas but I did not tell him about that because if I told him that, he would have told me, « why didn't you apply your own ideas ? » I did not like to put myself in a difficult situation so I told him that this was the result of my first training. But when he came at the end of the year I tried to do what he wanted.. I mean not what he wanted but something that I liked.. the way that I think teaching is good. I took something from the Communicative Approach and others from his own ideas but something that I thought was good and he was very happy with that.

F : What was the aspect of the Audio-lingual method that he wanted you to apply ?

T : Yes, he doesn't like me to..when I dealt with participation he said, « why did you ask them « are you sure it's clear ? » He doesn't like this way. You ask the questions one by one and you go on. He didn't like the fact that I jumped from question 1 to question 11 because I thought question 11 could follow. He wanted me to follow the order in the book; question 1, 2, 3 and so on. And he wants the class to be quiet and the teacher to have a dominant role. He doesn't say that explicitly but I understood that was what he wanted.

F : What are the sources of learning for a teacher in terms of pedagogy. How to do this..how to deal with a text.. how to prepare a test and so on. What are the sources of this kind of knowledge ?

T : The inspector..the people concerned with training..the teacher's own experience..the classroom..other experienced teachers. That's very important. When I want to ask..I asked an old teacher and she helped me a lot.

F : How important is it to be observed and evaluated by your inspector ? Is that a learning experience ?

T : Yes, of course, being observed is being exposed to analysis.. to be analysed and criticized and of course to achieve better competence. If I am observed they will criticize me. If I am not observed, they won't see it.. They won't see my defects.

F : Ans why is it important for you that someone else sees your defects ?

T : Of course, the inspector is going to criticize me and I am going to change my method.

F : Is it because you might not be aware of this ?

T : yeah, everybody thinks he's perfect but no one is perfect.

F : Do you have any opportunity to be observed by another colleague, for instance ?

T : Yeah, I've asked this old teacher and I went to her classroom and observed her and she came to my classroom and observed me. When she came I was just..I did not work well because I was ashamed that she sees me so I did not work. It wasn't a good lesson [it wasn't ?] Yes, and she asked me why I was doing this and I know why she criticized me. I didn't like the lesson myself.

F : And in your '*stage*' you go to observe other teachers (the '*leçon témoins*' ) and so on..How helpful you found these demonstration lessons ?

T : OK ! To observe other people is very important because when someone is in action whether with his verbal or non-verbal behaviour, you can know. You see yourself in that person. If I do things and make gestures and I am not aware of that and I can see and I ask myself « she shouldn't not have done that ! » so next time I'm going to be observed, I will recall the persons I have seen and I try not to be like them. In some cases- and if they are 'good'- I try to adopt their styles if they serve as 'good models, that is.

F : What do novice teachers learn from experienced teachers when working with them in workshops or seminars as part of training, you have the *journées pédagogiques* during which you have workshops. In general, you work in a group with an experienced teacher or two experienced teachers. In what way, do you find that .. did you find that interesting ?

T : Yes, because experience is very important in teaching and if I have someone who is experienced next to me or I'm speaking to him.. That's for sure I'll learn from him.

F : What kind of things for example ?



T : The way they teach..the way they manage the class.. the way they think about the administration. They give us a lot of advice. They tell you about their own experience.. How they deal with problems in such or such situation.

F : Yeah ? And how can teachers in general keep improving their performance in teaching ?

T : I don't understand the question sorry !

F : Yourself..You've been observed by another teacher. This experienced teacher tells you this and this and asks why you did it or tells you « this is wrong.. This is not the way it should be » so then how do you improve.. overcome your defects ?

T : I told you experience, training, the situation- everything.

F : How about reading, for example, applied linguistics textbooks. It's not important ?

T : Yes, reading and expanding my background..my knowledge and not to stagnate at one level. I have now my *Maîtrise* so what can I do after that..I have to learn and to learn and to learn.

F : You mentioned the role of the *Formation Continue* and the importance of these events like seminars, workshops and so on. Did you participate in a national seminar ?

T : Not in the sense that I had papers to read.

F : No, were you invited to seminars ?

T : Yes ! Since I was interested in ESP, I was interested in attending ESP seminars. I went to the 3<sup>rd</sup> national Maghreb ESP seminar and I went to another seminar in which I saw S. Weale ; an important authority in testing.

F : And how about the seminars organised by the Ministry of Education for secondary education ; the regional seminars, national seminars, etc. They have American specialists coming ...

T : No, I get from the American Centre this small magazine called *Forum* and they invite me to write papers but I do not have the time. I just replied with a letter. I wanted to use my *DEA* research project and publish it in Maghreb because I want to go to Morocco but I guess because I wrote the letter by hand and I know that one of the formalities is to type.

F : Talking about the ' *mémoire de fin de stage* ' In what way was it a learning experience ?

T : Yes, I worked on speaking and at that time [speaking of the teaching of speaking ?] Yes, the teaching and testing of speaking. I did not pay attention to skills but I had other topics in mind but when the inspector asked me to choose one from

the three I chose speaking and I started to work with speaking and, of course, to know about the other language skills. I learned a lot from that.

F : Why were you given only three subjects ?

T : Yes, he asked us to choose one from the three. How many trainees 25 or 35 [30-35] and three topics.

F : Did you work with your trainer during this process. Tell me about the process of preparing the *mémoire* and how you went about it.

T : I worked on this myself with no help. Ok Mr Ivin Lowe asked me to give it to him but then I did not have the time to go back to Tunis and see him. I had to meet the deadline. I was also concentrating on my DEA project so I just finished the memoire in one month.

F : And was it accepted ? it was OK ?

T : I don't know yet.

F : You don't know yet ? You didn't show it to your trainer before handing it ?

T : When he came to see me, I told him that I have chosen the best subject and it's interesting. It looked nice when I finished it because it was typed with colours and I think it's acceptable so I don't know whether he is going to accept it or not.

F : And how much theory and how much practice did you have to incorporate ?

T : It was divided into two parts: one that is theory and the other that is practice.

F : What is the percentage of each ?

T : About the same amount !

F : Is that what the trainer wanted ?

T : yeah, he wanted that.

F : Would you recommend that.. now you are working on a research project for your post-graduate degree. How important would you think it is for teachers in general to undertake research ? Would you recommend that to all teachers ?

T : Yes, it's very important because research is one part of learning [ehm] so you are always in touch with...

F : If you were to choose another topic now, what would you work on ?

T : I don't want to work on any topic for the moment. (both laugh)

F : So even though you think that it's important to do research [because I need to rest. That's all !] for the moment. But if another teacher in your school is interested in

undertaking some research. What would you recommend? How would you orient that person ?

T : Normally, the subjects are always dealing with pupils, pupil motivation.. but I think as a suggestion why we don't have a topic about teachers. The motivation of teachers in the classroom especially dealing with the situation. People who are accustomed to living in Tunis and they go to the south or to Béja and face problems with the administration.. why don't they think about how the situation of the teacher after all this. Is he going to be motivated ? Is he going to be just a teacher. Do you think so ? Normally you are affected by the situation.

F : But how about .. You have heard of Action Research, for example, how you can choose one problem area in school and for example the influence of testing on learning; something like that. The influence of introducing a new curriculum on the learner and so on. So you can focus on problem areas in the workplace, identify them and then work on them. It can be at the school level.. it can be at the regional level. Do you think that we need some research in that ?

T : Yes, I think so.

F : And do you think that the teachers ought to play a role in all that ?

T : Of course, because everything contributes to the success or failure of language learning.

F : Through the teacher ?

T : Yeah !

F : And would you encourage the idea that teachers be the people who do this research ?

T : Why do we always put the responsibility on the teachers ?

F : Who is then going to do this research ?

T : Inspectors must do that.

F : Yeah ? OK ! And how helpful did you find the theoretical knowledge related to all these problems like testing or the teaching of reading, evaluation and so on. How helpful is it for the teacher ?

T : Theory ?

F : Theory that you find in specialised magazines like *Forum* or *ELTJ* or *Applied Linguistics* ?

T : Of course, they add knowledge to the teacher so they have their importance and it's for the teacher to decide whether to adapt this knowledge or not.

F : And from your experience and your knowledge of the colleagues you have contact with, do you think they value theory or practice more ?

T : Practice more !

F : And what do you think of this ?

T : I think we are all aware..teachers are aware of the situation and they know that practice is more important than theory so...[Yeah right, how about a break ?]

BREAK

F : I hope you had a good break. So now we can go on. I would like to ask you a few questions about your interaction with your colleagues in the workplace. You mentioned just a moment ago the problems with administration and so on. This is simply to concentrate on colleagues. Your work with colleagues. What kind of relationships do you have with your colleagues at school ?

T : English language teachers or ?

F : In general and English language teachers.

T : I good..not good rather 'deep' relations with other teachers but I have a 'deep' relation with English language teachers because they are my colleagues and we always speak about what happens in the classroom and we laugh at the anecdotes..

F : and how many teachers are you ?

T : We are four; two experienced teachers and one who is new in his first year of 'Stage'.

F : I see. So when you work together, what are the things you collaborate on ?

T : We don't work together because if I am in chapter 9, the other teacher is in chapter 5 and we don't have the same speed so..

F : Do you collaborate in any special way, for example ?

T : Sometimes I give my tests and I take other tests and if I like a particular question so I use it and we just exchange tests [and handouts] yes, and texts for the tests.

F : How important is it to have this kind of relationship among colleagues at work ?

T : It's important in the sense that I learn from my colleague and he/she learns from me.

F : and now the way things are in school.. are you satisfied with the situation ?

T : Yes, we don't have any problems. We agree on the same things.

F : Yes ! Don't you think there should be more ?

T : I think there should be a common test in my school. I told you the reasons for that but normally we should have common tests.

F : So for example, you don't see that it is necessary to collaborate more at the level of preparing lessons.

T : No, it's necessary !

F : OK ? You started teaching when two new textbooks were introduced. Already there was the book *Communicate in English* before you came and then as you arrived into the teaching situation, you found textbooks for the 8<sup>th</sup> form.

T : For my first year I used the book for the 8<sup>th</sup> form

F : and that was the first year it was used for the first time and that year you taught only 8<sup>th</sup> form. Now my question is about the relationship between all this..new textbooks and the type of training you received from your trainer's work emphasizing the change.

T : We had the textbooks that were new for the 8<sup>th</sup> form and if I have problems, I go to my trainer and ask him how I can manage to do that and he helps.

F : But in the beginning when you started, how did he prepare you to teach the new programme ?

T : he told us that we have 50 lessons and that we have to delete this and this. There are errors. You expect mistakes in the first edition so he prepared us before we use the book.

F : You probably do not have a long experience with teaching but for example when you think about experienced teachers who had been teaching with the audio-lingual method and so on. How do you think they can be introduced to the change.

T : They don't expect change. They don't like the changes.

F : So you went and talked with them ?

T : No, what I noticed is that experienced teachers stick to the audio-lingual method because they are accustomed to that and I think they have their reason.

F : What is their reason ?

T : Because it becomes part of their personality. How can you change someone's personality ?

F : Yeah, so therefore trainers..you can tell trainers what to do in this situation.

T : Perhaps their method is better.

F : Yeah, the old method.

T : Because when I was in secondary school..why is the level of proficiency in English now bad ? Why ? Is it because teachers do not have good method or is it a problem of background ? Well, I think it's a problem of method. The generation before this is better at English than this generation.

F : Would you recommend that trainers focus on theory or on practice in training ?

T : Practice !

F : In the process of introducing the change as well ?

T : Practice.

F : Why practice.

T : Because everything is practical. Practice is the most important thing. Theory remains theory and the real situation is totally different from what we think of it.

F : Now we have this difficult situation..well, you mentioned that the experienced teachers have established their own way of teaching..they've learnt their tricks and they're comfortable with their established method. The trainers are given, if you like, prescriptions to introduce this new programme and the change in methodology. How can the trainers manage to reinforce the introduction of change ?

T : For new or experienced teachers ?

F : For the experienced teacher because the new ones do not have the problem..

T : If it is imposed on them, they won't implement it and if they accept that. They will, I think. They will do their best.

F : How can they accept things ? How can we make them accept ?

T : Pressure from the administration.

F : But that's force.

T : Sometimes they don't see that !

F : Yeah ? Did you see your trainer, for example, when you participated in workshops and so on try to convince a teacher?

T : I haven't been in collaboration with experienced teachers in a seminar to be able to hear what they say so I don't know what is their reaction.

F : But in your school the two experienced teachers you know..what do they say about the Communicative Approach and *Communicate in English* ?

T : One is not very experienced. She was also a graduate from Manouba.

F : How long has she been teaching ?

T : Four years

F : Four years only ?

T : Two years before I started teaching and the other one has been teaching for three years and is Algerian. They follow the Communicative Approach.

F : Now have you had an opportunity to see a foreign specialist coming for secondary school language teachers to participate in a seminar when they invited foreign specialists?

T : What do you mean by that ?

F : For example, last year they had two American foreign specialists coming and ...

END OF TAPE 2 SIDE A

F : Wo when we talk about foreign specialists coming to Tunisia to give conferences, seminars to teachers of English ideally speaking what do you think is the benefit of something like this is ?

T : I think that foreign specialists can improve the situation in Tunisia but not too much because they do not have any idea about the reality of the classroom. They can introduce ideas at the level of theory. We can practise that as far as our restrictions in Tunisia are considered ; the materials and other things that can improve the teaching situation in Tunisia.

F : When a foreign specialist comes to a seminar and starts talking about certain aspects of teaching communicatively, do you think they might be more credible to teachers that teachers believe them more than they believe their trainers sometimes?

T : I think teachers believe mostly their trainers. They have insights into classroom reality [trainers ?] yes, the trainers. Because the foreign specialists come with prejudice- something that is not real [what do you mean 'prejudice' ?] They have previous experience with other countries such as Egypt or Kenya but when they come to Tunisia, they want to apply these experiences to the Tunisian situation which is a different context. Each country is different from the other. They are all Arab countries but each situation differs from the other.

F : The situation in Tunisia differs from the situation in the Gulf countries. That's right. Now the last par of this interview is related to the career advancement for a teacher. In your opinion what is the meaning of..for you how do you understand 'career advancement'?

T : For me career advancement always means improvement in my financial situation. It means also improvement in the way I teach learners. I want to have a good way ; a

good method to help pupils to learn English and if I succeeded in having a better salary, this means an advancement in my career.

F : Considering the situation in Tunisia in secondary schools and what is available in terms of resources, what are in your opinion possible opportunities for career advancement ? There are many ways to advance in your career such as becoming a *Conseiller Pédagogique*. You probably do not get much in terms of money but you get a reduction in the number of teaching hours.

T : As far as improvement is concerned, it's an improvement [being a *conseillère*, for example ?] It's not a great improvement but for someone who is seeking a reduction in the number of contact hours, it's good. For someone who wants financial improvement, to go to university is also good but I think it is good for the purpose before all this. The purpose of having an improvement that enables you to obtain another improvement. You have to do that all by yourself. Do not expect the government to provide you with great improvement or any improvement at all. Just seek the improvement that the government has planned for you and then add to this by yourself.

F : If we talk about improvement that is not financial, what is meant by improvement here. What do you mean ?

T : It's an improvement in the method you teach your pupils. An improvement in the sense that you create something new ; something that is efficient and that will help you improve the situation of teaching in Tunisia.

F : So if you become a *Conseiller*, for example, then your performance in class is going to be better ?

T : Not necessarily ! If I become a *Conseiller Pédagogique*, I just produce something new for my learners and to become a good teacher is not a necessary thing to happen.

F : But if you are a *Conseiller* you must be 'good' in the first place because you're chosen by your inspector.

T : Yes, some people are chosen and they are not 'good'. It's not my criteria to define a 'good' teacher because it is a relative thing. You can see this *Conseiller* a good teacher and someone else can see that he is not a good teacher so it is not. That is, there is no agreement about what 'good' teaching is.

F : So seeking further qualification through university studies ; going for DEA course, going for a doctorate. In what way do you think it is a better option for career advancement?

T : I'd like to go back to university because I like to work fewer hours and relax. [you mean at the end when you finish !] yes, and that way I can do other things, produce more things. Go abroad to attend seminars especially in America or in Britain. An opportunity to see the world.



F : Therefore, if a teacher is at the same time teaching at secondary school and is carrying out research like your case..in what way is that going to influence the performance of the teacher ?

T : First, the more you read and the more you practise your English, the more efficient you become in your work. You can bring something new to the classroom. You have new ideas.. you change

F : So from your experience you felt it went like that for you. I know you're working on ESP, so in what way did that help you teach better 8<sup>th</sup> form or 9<sup>th</sup> form ?

T : In the 9<sup>th</sup> form, you mean. In the 8<sup>th</sup> form I tried to ...It helped because I consider that they're special purpose and I tried to know what is their purpose for learning English. I tried to know why some of them do not like to study English. It is because they do not have a purpose. Every time I ask them : « why don't you like to study English ? » They reply : « what are we going to do with English ? » while the purpose is clear. The problem is that they do not have a purpose [that's a problem !] The others want to learn English because they want to use it outside the classroom to talk to tourists or to have a career afterwards. When I know their purpose, I try to know how they learn.

F : So your work on ESP gave you a framework to think about your teaching ?

T : Yes, ESP is an important area.

F : OK. Thank you very much for answering my questions. Just a last question I'm asking all my respondents. What are your feeling about this interview ?

T : It was nice. It evoked and raised many issues in my mind. As I'm going to teach for the third year [yeah ?] I'm going to start with some new ideas.

F : Ideas you developed from my interview ?

T : Yes!

F : What particular ideas you thought were very important?

T : You raised the question in my mind of why I teach. I have to think of improvement in terms of method and other things.

F : And you didn't feel it was too long as an interview ?

T : No, I thought it was long at first but then since it was divided with breaks in between, I did not feel it was too long.

F : Yeah, the breaks were a good idea ! Thank you very much again for answering my questions and allowing time for it . Thank you.

T : Not at all !

END OF INTERVIEW

**APPENDIX 5.8**  
**INTERVIEW WITH TEACHER 3**

(16 September, 1998)

F: Thank you very much for accepting to answer my questions. First of all, I need to know you a little bit more. That is your previous experience in teaching.

T: Well, I wouldn't call it a very important experience. Only 20 years experience. So, it is not very important.

F: In the secondary level.

T: Yes!

F: In the same school or did you go around a bit?

T: No, first I was near Tunis at X exactly. Then I moved to Y and then to Z.

F: what levels have you taught so far?

T: All levels.

F: You taught even the scientific English at that time?

T: Yes, when they had a special book? Yes, yes.

F: And the book English for Secretaries?

T: Well, I never had a secretarial section.

F: Yes! What is the average number of pupils in your classes?

T: Well, I think for the last years, classes were much smaller than they used to be so I don't have large, big classes. So, for instance, last year I had classes of 35 at most! Those were the largest. This year, for instance, I have four seven forms and in some of them I have 20 pupils [that's nice! So you're enjoying that] Yes, of course! Of course, I do.

F: Your administrative status, if you don't mind?

T: Well, I am *PES*. I tried *PP*. It didn't work [Oh, Yeah?] So, I didn't want to be frustrated another time, so I said to myself, "Well, you didn't know how to teach ten years ago so you're not going to know now." (Both laugh)

F: OK! Now I'm going to ask you about your experience as a learner of language [yes!]. We

all learned French and English [yeah, So?] May be you learned another language? [No, no] Now how about your experience as a learner of the language?

T: Well, I remember very clearly my first years of English as if they were yesterday [really?] because I enjoyed them so much and the reasons also clear in my mind. [yeah?] The first reason, I was lucky enough to have had really good teachers; teachers I loved and then the books were very, very exciting.

F: That means *English for Modern Life*?

T: No, I am very old! [*A Course in Current English*?] No, we had [the French books!] Yes, the French books, of course.

F: The books which have translations in them.

T: We didn't have translation in the book. The books we had were all in English. We didn't have any French in them at all but they were all nice and exciting. They had pictures and characters, you know? Mr Pickwick and Mr Puppin we had in them. We really loved them.

F: What do you remember about the ways you were taught English?

T: Well, the first year teachers used a lot of oral. I remember a lot, a lot of questions and we had to answer [you didn't have to write much on your copybook?] Oh yes, we did at the end of the lesson. The teacher used to give us... How long? I don't remember but we had to write new words into sentences or some grammar structure.

F: And your teachers were not Tunisian, I suppose, at that time.

T: My first teacher. Well, I started learning English in the second year that was in the beginning of the 60's ('62-'63) and it was a very good thing. That teacher was Tunisian. She was Jewish Tunisian. Then I had a French teacher. French teacher teaching English and then we had all these Americans coming.

F: What methods in particular did one of the teachers you liked use with you? And that you still remember now.

T: I remember something we had which we used to call 'tutor'? [Yeah, 'tutor'] Well I don't know what they used to call them but besides the official teacher, we had an Irish girls who came once a week and talked about one particular topic OK? [Really!]

F: It's like the English Club experience?

T: Yeah, but we all appreciated that. We liked that.

F: So, did you have a favorite teacher among your teachers?

T: Well, that one. Well, some teachers you'll never forget. I had a teacher of French that will never forget and a math teacher. He was Tunisian. I was poor in mathematics; very poor

and he was..he gave me a lot of confidence in myself and at that time we had to take math at the Bac., so it was important for me to have at the average and so he was so nice that I was motivated enough to have 10/20 in the exam. I remember...

F: So, what... [So probably your questions going to be why I liked them?] Yes, Was it the way they treated the students?

T: Yeah it was more than the quality of their teaching

F: So, that was important for you as a learner.

T: Very, very! and I think it is still important for pupils today. I have children and well, and when they are young, they are not able to tell you for sure and you cannot trust them when they say, "my English teacher is very bad" or "my Math teacher is excellent." You cannot really believe what they say because they don't know but they tell you, "he's very nice" or "very polite" and they hate some teachers who may be some very good teachers but do not like them.

F: So, was there a teacher; the kind of teacher you disliked?

T: Well, teachers who would be [severe!] Severe. perhaps very... some teachers put a kind of gap between them and the pupils. They look down on the pupils you know (gesture to indicate 'down'). I thought may be they were discriminating against us. They were French [at that time]. Now I can see that there are Tunisian teachers who are this way with their Tunisian pupils. So, it isn't a question of racism perhaps, It is a question of personality. So, it is..you know? Pupils are very sensitive and they feel those things. So, I don't know!

F: So, as a learner yourself, what kind of learner were you?

T: I was a very 'good' and 'quick' learner and I would become a very bad learner if the teacher was one of those I've been telling you about. You see some teachers... I still remember one particular teacher... Perhaps I wouldn't be a teacher now if I hadn't had that teacher of Math three years [in a row?] Yes, successively. The first day she walked in the class, she looked at me and I would always sit ... She said to me, "take your things and sit in the back of the class and do not move from there until the end of the year." For no reason! Unfortunately, I had that teacher for three successive years [wow!] and I had never been able to follow mathematics during those years except when I had that particular teacher [the next year?] not the next year. Fortunately for me, just the year when I had to take my Bac. I had a bad teacher who tried to... You know... Make me...

F: Yeah! Concerning languages, how did you use to study for your language classes at home?

T: I loved reading and I still do so this is probably the main reason why I was so good at French and I also read some English. Our teachers gave us those small books and so we could read and then we didn't have those things. We were all the time reading at home... Perhaps more than our children do today!

But I don't remember my classmates being as bad at a language as some pupils are nowadays. When they get zeros at English or at French, I just can't understand. I really don't know how they manage... or in philosophy or whatever. OK?

F: So when you went to university, did you have the opportunity to go abroad? [Yes!] Where did you go?

T: I went to Overhampton for a year.

F: As a French assistant. You taught then? [Yes!] And what benefit did you get from that experience?

T: Yes, as a person it was an excellent experience and because, of course, it broadened my mind. It did me a lot of, a lot of good and I'm **not** glad about the fact that students nowadays do not have the same opportunity. That's really [sad] a pity!

F: And in what way did it help you as a teacher? I remember when I arrived there, I couldn't say one or two sentences fluently [in a row] so that [becoming fluent] Yes, I learned a lot about the culture [em and do you draw on certain things today when you're teaching and say, " Ah! This is something I saw there" [not really!]] It's too distant now. And how about your university studies..what subjects were most helpful to you as a teacher?

T: My first year at university in Tunis. I liked... (somebody comes in) Would you repeat your question, please?

F: Among the subjects you studied at university, what subject or subjects you found most helpful to you as a teacher when you started teaching.

T: Well, quite frankly not one. Not a single one but I have to add that I didn't finish my studies in Tunisia [Oh really?] Because I just had my first year in Tunisia and then I went to Overhampton for a year and then I stopped [really?] Because I got married and went to France with my husband who was studying there and I finished my *Maitrise* there [OK so that's ... but still in France the subjects you took there] Well, I prepared a *Maitrise* for education. it was clear there. You had a business *Maitrise* and a *Maitrise* for Education. [So you had Philosophy of Education and all that?] No, no! We had literature [American and British]. Well, it was very similar to what they taught at Tunisian universities. I started Linguistics there [em]. In Tunisia, it was not taught then. I don't remember. It was the 70's

F: Was Linguistics a helpful subject?

T: No, not at all. I didn't like it.

F: We were talking a moment ago about the fact that at university today in Tunisia, we have five departments of English. English language majors are being introduced to subjects like TEFL methodology or some departments call it Applied Linguistics. A theoretical introduction and some paractice teaching within limits as well. So, what do you think about this new development?

T: It depends on what they teach. I have no idea about it; whether it is efficient for teachers when they start... When they are confronted with life. I don't know may be you should ask a person who had studied this and who taught later and see. I don't know. Perhaps it helps.

F: Yeah! If people ask you, would you recommend that something like this is taught before teaching or after?

T: Perhaps! [it depends on the content but..] Well, that's what I was going to say. If they are going to teach something which has nothing to do with practical life, so what's the use of it?

F: What would be something practical? Observing lessons?

T: Yes. Well, observing lessons is very good. It helps! It helped me a lot and the "*stagiaires*" ; the trainees appreciate them a lot. Well, I always... I still go. I am not embarrassed. When i hear of a 'good' teacher; what we call a 'good' teacher. I think there **are** 'good' teachers who are gifted, who love this... Who love teaching, OK? I always go and watch them. I don't feel embarrassed at all. i feel that 'competence' is a question of age. I always ask the trainees and they laugh and say "You're kidding me! **We** should be asking you."

F: Yeah. We'll be talking about this in a moment as well! Well, the idea of knowledge for the teacher, what is it a teacher should know in order to function and teach properly in our context? What do you think is the importance of knowing English, mastering the language for a teacher of English in Tunisia. May be the answer seems...

T: Well, it **is** important because..well, the best way when you are in class is to start with English; only English from the start. So if you are fluent enough to use only English, this helps a lot. When you have to look for your words... Sometimes you have [difficulties]. You know pupils feel... So, they will whisper, "Oh! She doesn't speak English herself, so why does she want us to speak English!" So, when you master the language, that's really important! So, this is why those "*Stages*" of the old days [the language training?] When you go to spend [a year] in an English-speaking country, that is so important! They are right. There is no better way! When you learn English at university for four years, can you tell me how often you speak English?

F: Yeah, very rarely! So, the fluency... Knowing the language and in terms or accuracy that goes together [of course!] Now knowing about the language; its system, its grammar, its literature, its history. To what extent are these things important?

T: Well, grammar is important. I suppose because we have to teach some grammar to pupils. Literature. Well, of course, when you're doing your *Maitrise* in English, you ought to know this [yes, a minimum of...] yes, of course. So... Well, perhaps they should insist on teaching aspects. It is what you were just saying; methodology but they should find really specialists for that [yeah, yeah] so that it meets exactly the requirements of Tunisian teachers teaching English [in Tunisia] for Tunisian students [yeah, that's generally the problem]

F: Ideally speaking, would you recommend that teachers know more English? That is, the

language. From what you see around you...

T: Well, I can tell more about teachers of French teaching French than teachers of English [so may be it is not as obvious that teachers have poor English so that's a good indicator!] Yes! (Interviewer laughs)

F: Now other than language, what other types of knowledge are necessary for a teacher of English? You mentioned a moment ago things which are of psychological order; which are of personal order. The learner; the teenager especially, is looking for something else in the teacher... Not only knowledge. What other types of knowledge related to this or other things... May be thanks to your experience, you can tell me more about that. What a teacher ought to know or be aware of at least in our context. Other than language and other than the method, the books and so on.

T: Well, I think the teachers should be... Should consider the pupils... I'd say like his own children! I know I'm talking like Mother Theresa. Well, this is in fact the name that pupils gave me; 'Mother Theresa' [Well, it's flattering] I don't think so. Well, do you think it's flattering? [One of our heroes in history now!] I think this is er... The teachers should know their pupils and take into consideration their problems as teenagers because, you know, they're having a hard time. I think pupils are **really** undergoing hardship [Related to?] Related to everything. They have to work harder and harder and that the opportunities are just for the best pupils. It's very **selective** everywhere and they know that most of them [won't go very far!] Yes, exactly, right? So these are the reasons why some of them... They come to school...

F: So for the teacher to gain insights about the learners and their problems.

T: I'm not saying that the teacher should waste his time telling everybody "what do you need today?" but it is important to take time even during break time in class... Sometimes I don't go to the staff room. I'd stay in the classroom and give myself an opportunity to exchange words with pupils and they are very happy. They feel much better when they have spoken to you about their different problems. They are sometimes these are family problems. Sometimes they are problems at school. This is why the idea of appointing [a tutor]. Do you call it a 'tutor'? (*le Professeur de Classe*) is a good idea. Lots of pupils go to that 'tutor' and tell him about their problems and you can do something to better their relations between the teachers and the pupils. You feel they are motivated once you've done that.

F: Because lots of times the teachers tell you, "you have to know the psychology of the pupils" but what is it about their psychology that one ought to know?

T: I think this what they mean. Again... Well, sometimes some of them come from very, very poor families and when the teacher is very demanding and goes, "why don't you have a book?" or "why didn't you do your homework?" but afterwards you learn that the pupil did not have [a home!] Well, exactly. This is why now more and more schools are having a psychologist and an '*assistante sociale*'. What do you call '*assistante sociale*' in English? ['Social Worker?'] Well, I don't know... Very important... They have to work in collaboration

with the administration and the teachers.

F: Now how important is it for the teacher to know about the official programme?

T: Yes, it is important and I have to add that only recently were teachers handed the official programmes so... Well at let you know what you are supposed to do [yeah!] OK! It's clear. Even if you don't follow exactly the textbook, you have to do what is in the official programme [which one you now have? the 1992 and the recent on 1995?] There is even more recent than that. It was printed last year; the 1998 programme for English. [and it is for the first year secondary level?] No, no it is for all levels. Starting from 8th Basic, 9th Basic and then 1st year 'new' Secondary Education [you have the programme here?] Yes, I have a copy here. [then I'll have to photocopy it from you. Thank you very much because I didn't hear about it. I've seen the 1995 programme which was for the 8th and 9th form, so they probably have done...]

END OF SIDE A TAPE 1

F: So it is very helpful to know what the official programme is about. That gives the teacher a sense of direction and a sense of porpoise [yes, yes! Of course, it is essential] What do you think the risk is for teachers who never look at the programme?

T: How do they do without it? What can they do without knowing what they have to do [em] Do they **invent** what they teach in class?[they have the textbook!] What can they do with the textbook? They must be very, very good, self-confident teachers! (interviewer laughs) I need directives and directions, right?

F: Yeah, now for the textbooks..we have two sets of textbooks in use in Tunisia; the *CIE* for the old secondary level and we have the other textbooks for the 8th and 9th and now we have a new textbook for the 1st year of the new secondary level... A book called *Spread Your Wings*. How important is it for teachers, for example, yourself... You are teaching 6th and 7th form.... How important is it for you to know about the other textbooks?

T: Yes, they may be useful to you. You may... how to say that... You may enrich your lesson. take what is the best form from another collection.

F: You're teaching 6th and 7th.

T: Last year I taught 9th Basic. I thought it would be very exciting. It is very exciting. I loved it. [Yeah] It sounds like the students are [very motivated and you can do really nice things with them. I had 8th year and I had the 9th the next year. I wanted to have the 1st year secondary but they did not give it to me] I heard there was a row. Experienced not wanting to teach the 8th and 9th level. Did you hear about that?

T: Well, eh... I know that the first when they decided that this level be taught English... that because of the age of the pupils, it would be better for them to have young teachers so they



assigned them the first year trainees. So, perhaps that was a mistake because lacking experience, the teachers followed exactly what they had in the textbooks and they could not finish the programme and taught some things over and over again so they decided to assign the 8th and 9th classes to experienced teachers.

F: Well, I heard that in the beginning ... in some areas, the inspector wanted to give 8th and 9th form to experienced teachers who were sent to *Lycees Preparatoires* [*Ecole Preparatoire!*] or *Ecole de Base* and those teachers didn't like it. They thought it was degrading [yes, I know because some teachers... Excuse me! are narrow-minded. What's the difference between 8th year, 9th year and... [Well, they used to be in the same school anyway!] I **dream**... That is, I wanted to ask the inspector to appoint me in an *Ecole Preparatoire*. My daughter didn't want me to go there because she was studying there (interviewer laughs) [Yeah!] So, ... Well, I don't know some teachers may be had that reaction. I wouldn't have it. I loved the young learners. I felt so useful with them because last year I had the 9th year and the 8th year and I felt frustrated every time I stepped into the 6th form because you could see they were there hopeless; not interested in the least in what you were talking about except two or three pupils in each class whereas in the 9th year you had perhaps three, four pupils who are in the back because they felt it was too late for them OK? All the others who were there were motivated even if they didn't have good marks but they were trying to [they were enthusiastic!] Yes. Let's have some coffee, shall we?

(BREAK)

F: Thank you for the coffee. Shall we carry on? {Sure!} In terms of pedagogy what is it, in particular, that the teacher needs to know in order to be able to give appropriate tuition to his students? In English, that is.

T: Well he must have prepared his lessons very properly and precisely.

F: So, lesson planning is one aspect. How to plan lesson?

T: Yes, essential. I mean, it doesn't have to be perfect, of course, because as a trainee, he is not going to be perfect [em] so... but it is important because students are there. They can feel that you are a trainee and especially when you have older pupils, they are there trying to make you... stumble. You see? It is important because when you have planned your lessons, that gives you assurance and confidence and there are no blanks which may give the pupils and opportunity to cause problems. So this is one thing.

F: So, lesson planning. You mentioned a moment ago the idea of setting up for activities like problem-solving activities, etc. What we call today 'classroom management'. How important in relation to other skills like planning the lesson, knowing the content of the lesson in class management today in our context; in the context of the new programmes, the new textbooks?

T: Well, I think that when your pupils, you know, feel that you are there, not an enemy but that you are there to help them, provide them with something that might be of use to them.

That you are there.. like... you can be a friend when they need you; that you respect them. They are very grateful and they respond. [cooperate] Yeah! They respond automatically. They cooperate. That's right and so you can manage your class. OK? [So when you tell them to join this group or move around with the other group] **yes!** [They won't see it as a punishment] No, there won't be any problems when you know how to tackle them. OK? You never will have any problems. [So that's important in teaching!] Of course! Of course!

F: Now the methods themselves. The different methods and the different techniques related to them... I don't know... drilling, repetition, pair-work, group-work and so on. How important is this for the teacher pedagogically speaking?

T: Well, these methods are, I think, the latest or the most modern... and, I think, the latest or the most modern... I think the inspectors are telling us, "this is the new way of teaching the language".. is, I think... is not easy to use pair-work er...

(somebody comes in. A short pause)

T: So, pair-work, group-work.. Here you have to have a very precise plan [em] and to assign the right thing to the right pupils so that it may work. Otherwise it's just a mess. OK? So, I think that pair-work and group-work are very good for pupils eh... because you have to make sure everybody is there taking part in your lesson [involved] but also this [is demanding on the teacher?] It requires lots and lots of preparation.

F: We were saying the teacher needs to know the subject-matter. Needs to know the pedagogy. Needs to know lesson planning. Needs to know classroom management. Needs to know what problems the learners are facing ; their environment and so on and so forth. What are the sources of learning for the teacher? Where is he going to find this information? How is he going to master all this?

T: Well! That is, what he has learnt as a student at university may be of use. The language he has acquired. Then I think that documentation remains the main source, of course.

F: You mean reading applied linguistics textbooks, specialised magazines [exact! And this is why I think everybody should go to the CREFOC although I am not a regular visitor. I know I blame myself for this but I know some of my colleagues go to read books. You want to buy them but they are so expensive [and not available!] so some of your colleagues have very interesting documentation and you can share them or have a look at them, ask them to lend them to you.

F: I know now. I learnt through my contact with different teachers and inspectors and so on that we want to teach communicatively and we also like the idea of being 'eclectic'. Would you support the idea that we are 'eclectic'? It depends what it means but would you support the idea of 'eclecticism'? How are you dealing with this?

T: Well, I try to apply the Communicative way rather than be 'eclectic'

F: So you don't resort to old techniques like, for example, substitution drills or structural

exercises like the ones we used to have when we were students?

T: No! When I want to reinforce something, I give drills but assign it as a homework; not in class.

F: And they like them. What do they say?

T: They like them, yes.

F: They find them helpful!

T: They like them. They never protest, They like doing them.

F: Now, there are some teachers who'd tell you, "I don't believe it is possible to be choosy or to select the best of every method. To have a selection of the different techniques of teaching, you have to stick to one method." Does it mean you are one of those people? Stick to one method and stay with it.

T: No, why? You should not reject things but keep the good things in each system [yeah] that we should keep.

F: So, why do you stick to the Communicative Method in class?

T: Well, because I do not want to be lost... feeling loss.

F: So you are following the programme.

T: Yes, so that I'm not in isolation from other teachers, right? In the school or in general because we have a national system and..I imagine that even for the students, it is important.

T: Well, because when they are out, they communicate with friends and they have a final exam and then you are always afraid of not preparing them of the right things. Very often you hear pupils say, " we have never seen such exercise before!" So, why would I put myself in trouble?

F: Yeah, and even for the pupils, yeah! This is the difference between what happens in class and what we hope happens in every classrooms as system. So, there may be teachers who'd tell you, "I like what is happening in my classroom and then when the inspector comes, I know what to do". How important..The question is this. How important do you think it is to be in accordance with their trainer? 'Inspector' in our context because we know that the role of the inspector is to mediate and to help implement a certain policy so you either have harmony or you have confrontation or disagreement. How important is it to have this harmony? Cohesion [with the inspector?] Yeah, the inspector and the teacher.

T: Well, I've never seen an enemy in the inspector. Really! I've never had any confrontation with him. I think they deserve their function. They are probably more experienced. They have the competence required for that and why should I not trust them? [Yeah] I suppose

the programme has been set by a specialist. You have lots of colleagues criticizing the different textbooks, I never cretaceous that I do **not** like some lesson, or some texts but I never reject a whole textbook pretending it is good for nothing. Why? Well, in this case why don't they sit and **do** and suggest textbooks if they think they are so clever [yeah!]. Well, if you don't like the text in the book, you may resort to an additive text that's all [OK!] but I won't say I dislike the whole book... I never do that.

F: We were mentioning a moment ago, you were going to say and I interrupted you something about pair-work and group-work and their benefit for the learner. How did you sense the influence of such activities... or the introduction of such activities in our textbooks, in our system on the learners in class on their involvement. You were saying...

T: In the pair-works that are in the textbooks? [Yeah, as part of the work you do in class!] Well, I think this type of activity is very important because when a learner wants to ask his classmate he does it without any hesitation. His classmate is his equal. First of all, he thinks this activity as a game and second, he is not embarrassed to ask a mate a question or to answer his question even though he makes mistakes and this is why group-work and pair-work is important.

F: But did you notice like, may be, in group-work another leader as well..another teacher?

T: Of course, of course [yeah, yeah?] That's why the role of the teacher is important because he can tell the group to choose his leader because he assigns a leader and then he can choose the weakest pupil to be the reporter of the group perhaps! When he assigns a role to each member of the group, everybody feels involved and so everybody answers the questions, takes his part and does his/her share without any embarrassment [and that promotes learning!] Yes, I believe so as long as it does not turn up into a mess [the way you talk about it, it never turned into a mess in your classes?] Sometimes it does! No, I'm not pretending it doesn't turn into a mess [really? No?] It does turn into a mess sometimes. Sometimes you have to stop and to show that you are **not** happy and then you have to tell the pupils and make them aware of the importance of such an activity because it is for **the best** of their..You know?

F: Yeah, yeah, yeah! Also another aspect that we are promoting in the teaching of English; that is, the promotion of interaction... Would you agree with somebody who says, " the more the learners interact, the better the result?"

T: Yeah! Well, this I think..undoubtedly!.... Interaction is very good. It's very enriching. The teacher does not feel that he is the boss in class and that they don't know anything They all feel involved [they have something to say] Of course. So, I think it was a good thing. Remember the way we were taught. We did not have, [the opportunity] you know to express ourselves. So, when we finished school... when we went to university, we were not able to speak or understand what you were told.

F: Also a well-known problem resulting from this is that quality is not guaranteed.

T: That's right] yes, yes it is right but perhaps over the years when you start this from the beginning in the first class. OK? The first year of English..or throughout the years of learning English perhaps, you know? The pupil..the students get used to speaking English all the time and interaction, you can improve, I believe. Well, you can correct whenever you can and then you ask sometimes their classmates to correct. Very often you notice that the pupil next to the one who made the mistake [yeah!] corrects the mistake, yeah..very often you notice this and well! I think that when they make a small mistake, it is not important after all! **We** teachers make mistakes! I do. Don't you?

F: Yeah, I do. Another aspect also that is being promoted through the change is the question of learner independence or learner autonomy; how we teachers of English are not only concerned with language items but with helping the learner being an independent learner. How important is this for the pupils you are dealing with?

F: Independent! How? In what way? [for example, as a teacher, you are no longer pouring the content of the lesson and saying, "OK, today's lesson is this. We are going to learn this. Now go home and memorise it. " That's the way... I'm putting things the way we were taught. Now... today, you'd say: "Go look up the words yourselves." or "You prepare the text yourselves", "This is group-work. You are responsible for this" Here you are helping the learner being independent.

T: Yes, it's all for the best for them! It develops their sense of criticism. They learn how to give their opinion. I think it is a good thing, **don't you?**

F: Yes, but there are so many things that learners expect from teachers and many of the things they expect from teachers are in this way. The relationship between the teacher and the learner as one dependent from the other so what should the teacher do in this situation? For example, I'm your student and you tell me to read the text but two seconds later I'd say, "teacher, what's the meaning of this word? I don't understand this word" What will be your reaction to that in general? In that line of thinking..thinking about independence.

T: Well, you can ask the pupil to read the whole text first and to raise their hand and try to know the meaning of the text and I think the pupils understood this by now... that they should read the whole text before they try to understand every single word they meet for the first time [or rush to the dictionary] this is now acquired by the pupils, I believe. Well, if it happens that a pupil raises his hand to ask for a word, he/she does not understand, you may tell him/her "finish the text first and then may be through questions, get him /her to understand that word [em] That's the way we work most of us.

F: Yeah! You are a teacher and also a mother... You have children... Did you notice that we could work in this way and make our children independent out of class as well.

T: Our own children or our pupils?

F: No, pupils.

(SHORT BREAK)

F: So what strategy do you employ so that you train learners to be autonomous out of class as well and learn even more English out of class?

T: The first thing I advise them to do is to listen to songs. I think this develops their listening comprehension because this is their enemy number one [ah!] Listening. They hate it! [but when it is a song, they don't!] They hate it and when they protest and shout that the tape is not very clear, etc. I always tell them to stop protesting that they are liars because they know all Michael Jackson's songs (laughs) and despite the fact that, I myself, do not understand a word Michael Jackson says because he sings very fast and very quick and does not have a very clear pronunciation whereas they understand every word he says in his songs so he always advise them to listen to songs and then to read English newspapers whenever they can. I know they are very expensive so I tell them, "Why don't you try to share a newspaper or borrow a newspaper." Whatever! I don't ask them to read books because they are not available [em] I myself do not know what books are available in the library or in the bookshops. Those are two things I ask them to do.

F: The role of the teacher. We know that learners expect a lot of things from their teachers so throughout your career and as a result of the change in programmes, have you noticed any change?

END OF SIDE B TAPE 1

F: Have you noticed new types of expectations or new types of attitudes towards the teacher nowadays may be or of late?

T: Of course, it is obvious that students' attitudes have changed a lot [in what sense?] That is, the pupils have become very demanding. They feel whether the teacher is performing or not [ah!]. They are not just passive listening to you. They raise their fingers. They want to know about different things. Sometimes they give you ideas about the text which you did not think of [yeah! So, they are not sitting there patiently!] No, no! You would find two or three pupils like that. They are always two or three [passive learners!] because of their personality but most of the others even though they don't get good marks [ah!] when they are tested, in class they are there. They show you that you have to account with them. OK? You have to [involve them] Exact, exact!

F: So when you say, "Now we're going to have pair-work" they say, "Oh, fun!"

T: Yes, of course. They are happy about it.

F: Yeah, yeah. OK. The next theme. We are getting ahead! (laughs). The idea of professional development. Thinking about .. probably I'm going to take you back a bit for in your career... When a teacher starts; begins teaching, what sorts of things he/she is going to learn immediately ? The first two, three weeks?

T: Class management! [Yeah, yeah] How... the first problem is going to be how to have quiet pupils listening to him/her without them trying to get him go crazy... Out of this mind. OK? So, this is the first thing [yeah! You mentioned lesson planning that would come after.

How to deliver the content, yeah?]

F: You had a '*Stage*' (professional training), didn't you? [yeah] So what role did the '*stage*' play during those two first years in making you the teacher you are now?

T: Well, I think and believe that most trainees feel that this *Stage* is very important. For me, I think that it was efficient and positive. Sometimes, of course, the lessons you attend are not perfect. They are never perfect anyway but sometimes you feel that [you wasted your time] No, not that you wasted your time but that the teacher could do better. Sometimes you think, "but the teacher didn't do what the inspector told us to do!" [em] Sometimes you go out and say, "but she didn't start with an oral test!" and the inspector *insists* on this.. The vitality and necessity of this step and "she did not deal with a grammar structure" and "it wasn't that good!" But you usually get out with the importance of that as a trainee.

F: And even in this case when the lesson is not 'good', you get out with a conclusion of what is the 'good'

T: Of course! Because that teacher would sit with the trainees and recognise. First, explain her attitude; what she did and why she did it. Why she couldn't do what she was supposed to do] What she was intending or... [I think it's a good thing. I think we should attend this type of training sessions] always... on regular basis [whenever we feel a need to be assisted or to attend those training sessions. We should be able to attend those training sessions. We should be able to attend them!]

F: I was going to ask you. What precisely do teachers learn from 'demonstration lessons'? Not only beginners even yourself you said...

T: You learn first lesson planning [em] then you also learn what the most efficient activities perhaps. You can learn also. Learn things you did not know because many teachers are really very creative and so you can learn different things that you did not do in class that you may use with your pupils [yeah] so you pick up ideas] Yes, absolutely! I like those training sessions. Really! [The discussion afterwards as well?] Yes.

F: You remember also your experience with the research *mémoire*. How valuable is this experience for a trainee? Generally speaking even ideally speaking if you like.

T: It is a good thing for the trainee even if it is annoying, bothering and you feel so [tense!] Oh yes. When you're working on it. OK? But... Well, if you happen to choose a 'good' idea.. a 'good' topic, it may be useful for you and for other trainees [Yeah?]

F: I know nowadays they having to deal with practice-oriented types of exercises.

T: Yes, yes of course!

F: OK! One argument for this is that it encourages teachers to read.

T: Right! And it is a good thing because very often we notice that when you graduated and

when you have had your 'titularisation', bye, bye [to books!] and bye reading... Bye, bye information..bye, bye, bye curiosity [ahan!] That is a pity because you regress.

F: So, would you suggest that teachers should be doing research on regular basis; small projects like this.

T: Yes, I believe so and I also believe... That is, unfortunately, not practised at large extent. That is, team work; getting in teams working together as a team. Why don't we get together once a weekend work as a team? Teachers teaching the same levels meet an afternoon a week and then try to prepare together a whole unit of the book and exchange ideas. How to make lesson plans, prepare tests together, yeah? This would be wonderful if we do it. That would be of big help and young teachers can help the older teachers with this [yes?] Of course because they have fresh ideas. They could help the old teachers brush-up [their level] yes. [They are probably more daring] Of course!

F: After being confirmed in the job, how can the teacher keep on improving and learning? You were mentioning team work but since this is not possible...

T: You can try to be informed about the new method. Perhaps it would be nice if teachers could receive magazines like we used to receive the *Forum* magazine be we haven't had it last year or for a year or two. They said that they no longer send it. Don't know the reason why.

F: I heard they are going to send it to CREFOCs!

T: One copy. Probably! Everything is getting expensive, so the Americans are getting thrifty, too! They found out that we knew more about their language than they do. This is why they stop sending us magazines. Well, I think that information, reading, getting into libraries, [watching English programmes on the BBC!] Well, if you have got a satellite dish [yeah!] This is the best way for a teacher who is not ... Well, the best thing would be to travel to England or the USA every year but as you can imagine, it is not possible so at least if you don't have books, go to the libraries. Reading remains the best way of getting informed.

F: You know you are surprising me when you say reading books. [why am i surprising you?] You're surprising me because that means you're valuing theory.

T: Valuing theory! Yeah. Why not?

F: Because in general people tell you, " Well, what I want is practice"

T: Well, well but practice starts from theory first [em] theory then practice!

F: So when you read *Forum*, you find that some of the articles are in general basically theoretical and then you find the other part which consists in ideas from everywhere and so on. And teachers tell you that's the part which I find most useful because it is practical [those experiences!] about this teacher who taught this reading lesson in such a way...



T: Well, even theory. You can get things from theory [em with experience] yes, at least you can start from theory and then you can adapt it in class perhaps.

F: Good! You've mentioned a moment ago that you went to a seminar on 'cooperative learning' [yes, last year. Last April] Now, I'm going to suppose one thing. The *Direction Générale de la Formation Continue* asked you for advice and said, " we want to plan for the programme next year for the *Journées Pédagogiques* and seminars, what should be the focus next year?" (Silence) What is the thing.. I don't know... The teaching of reading, the teaching of writing.? You know? In general the topics were like that.

T: Yes! Well, listen... I would answer and tell them to focus on reading and writing because those are what the pupils in Tunisia are tested on [and this is according to the official programme] Well, yes! I suppose. May be they have to do a lot of activities but I think reading and writing because that's what they have at the final exam. In 9th Basic or Baccalaureate exams.

F: So, on teaching reading and teaching writing.

T: Yes, yes.

F: Well, you lied through the change. You used the three series of textbooks. What is the role of the *FC* in all this? Introducing the change and promoting... You know through the *Journées Pédagogiques*, the seminars...

T: Well, the trainers were useful; our national trainers, because they would tell us practical things. But the seminars...Some were useful, some were not. I cannot tell you now with precision which were useful and which were not and a second thing; not all the teachers are invited to the seminars OK? Because there is no room. This is why you are invited once in four or five years.

F: So, it was with your trainer around your local area that the work was done!

T: Yes, they are doing very, very, efficient work.

T: So when they were preparing for the change from the Audiolingual to the Communicative, do you remember some of the events that went on?

T: During the seminars about the Communicative Approach.

F: How did they go about it?

T: We had that experience with one colleague; a *Conseillère* because most teachers were afraid of the Communicative Approach because most of them thought that it would turn into a mess and that the pupils would be chatting too much. She gave us the proof

F: That it could be done?

T: She showed us it could be very successful.

F: She 'showed us' was that a video-taped lesson?

T: Yes, yes! [With Tunisian pupils!] **Yes, yes!** She told us that she assigned the different roles to different students she provided them with.

F: And that was pair-work or group-work?

T: Group-work. She gave them..she provided them with the vocabulary, the necessary vocabulary and **it was perfect**. The Americans present were impressed! Yes, they were really surprised. They applauded at the end of the projection [Yeah?] they were perhaps skeptical at first but it worked. We Tunisians ere impressed too! It was wonderful. **Really!**

F: So after you went back and applied it.

T: No, I didn't (laughs) I'm telling you what... I don't think anybody tried it because that seminar on 22 April and then it was May. The seventh form were having the *Semaine Bloquée* So we hope the teachers who were there will try it this year with their new students and I'm going to try applying it. I have to think of the theme and I think it should work. If I prepare it as well as the colleague did last year. [So we were talking of lesson planning a moment ago so here is a different way of approaching lesson planning perhaps] Yes, you have to be **precise**. It is hard work, I suppose [em] but then if you have prepared your lesson, it works marvelously! [em] and you feel so proud of yourself and it gives you so much satisfaction. I think!

F: So, that's, I think, one of the differences between using the Communicative and the Audiolingual, Direct Method or whatever. With the Communicative Approach, there is a lot of preparation beforehand [yes, but once you've done it, I suppose, it becomes very easy] easy to manage [and the pupils get used to it! It should give very, very positive results] So if trainers were to introduce even further change with the textbooks coming. Now what would you suggest that they focus on? Theory or practice?] I was just asking you a moment ago about the idea of 'theory'

T: Well, of course, I'm going to answer practice [because like here the case of the video-taped lesson. That's practice-oriented really. It's pragmatic and straight-forward] yes, everyone likes practice because..well, when you are given sheets of paper with, you know, theory, etc. Sometimes you don't read them or read them and don't understand the words because usually there are a lot of difficult words. You get bored and you leave that whereas when it is practice, you know? It is much easier for you to do the same. Have a grasp of it and then try to do the same.

F: Now you have probably had informal discussions with your trainer or experienced teachers while trying to implement change. There are resistant teacher [yes, of course!] teachers reluctant to change. They aren't many luckily... What would you suggest that a trainer does with resistant teachers who'd say, "Well, thank you very much. This is very nice but I have my method and I have my own way and I don't want to try this.

T: Well, I don't know whether teachers have a right to say this to their trainer really. Do they really have a choice? [You think they don't?] I don't know any teachers who are like this [they are a minority that's for sure! But there are some who say this!] Well, it's too bad for the pupils. They should modernise. Do you think these new methods ... Because some teachers say, "this is the way we learnt "[em] and "Look at our level! We are much better than our pupils" but as far as the method, the method now is much better; That is, the Communicative Approach. We are living a different period of communications because in a class you see a pupil who has been used to expressing himself in class and another who never said a word in class. They get to the 7th form and they are unable to answer one question [em yeah!] They are so depressing! You cannot do anything for them. When you train them, teach them to express themselves, to communicate, interact, work together, it is much better for them. They learn a lot, of course!

F: But what to do about these reluctant teachers? You didn't tell me...

T: yes, I didn't answer but if I were a trainer, I would try to convince the teacher by making him/her attend [more 'demonstration lessons'?] until he gets tired of attending 'demonstration lessons' (interviewer laughs) and goes and applies it!

F: Now you are six or seven teachers in class. So if you are following the method and like it but also you have this reluctant teacher who is doing the opposite of what everyone else is doing. What do you think the individual teacher can do to change that teacher?

T: Well, I don't think you can do anything if you are dealing with an old teacher that has been practising for 30 years [em] is about to retire so what can you do with him? You always have resistant people. I don't think you have any means, You can try to convince him perhaps but if he sticks to his opinion, there 's nothing you can do. OK?

F: What role do..we mentioned the idea of seminars and how we have foreign specialists coming to, supposedly, promote change. You have through your experience..you have most probably listened to some of them. What do you think their contribution is?

T: Some of them are 'good' and teach us things but some of them, i suppose, come for tourism and they are... And I think some Tunisians can do as well if they are sent to Britain or America to get the information or get trained. They can do much better because they can apply these methods to the context of Tunisia. I'm very happy with the trainer when he/she organizes a seminar.

F: But you see recently Tunisian trainers participate in seminars and so do practising teachers. That's very positive!

T: Yes, of course and we Tunisian teachers are most happy when Tunisians organize those seminars.

F: So, what is missing about these specialists? What is the problem?

T: They underestimate us perhaps! Sometimes you feel they think you are not ... How to say

this? [We are not up to a par..up to the level] For example, when they say you can translate a word in Arabic or French, it does not matter. Mistakes, that is not important and things like that er...

F: What do you deduce when they do so?

T: Well, we [they don't care about quality?] Yeah, I suppose that we can teach our pupils second class language or whatever...

F: May be! I don't know. May be they travel around the world and see many contexts and probably they compare us to other contexts.

T: May be that was the problem of the French organising seminars with Tunisian French teachers teaching in Tunisia [em] They couldn't believe it! [Even with the level we have today?] Yes, even with the level we have today [that we are complaining about]. There were 32 countries taking part in the seminar and the French were amazed of the level and techniques of teaching French applied by the Ministry of Education. So I suppose the same thing happens to the Americans and English when they come to teachers of English in Tunisia.

F: You know? You sometimes find in a specialized magazine a foreign specialist going to Kenya, Jordan, or whatever writing that when he/she was there, the teachers believed everything he/she said. That's an idea that the visited teacher accepts or in other words let's the foreign specialist get away with certain things and make him believe what he's doing is right. That he knows everything and so on.

T: Well, I'm afraid it doesn't work that way with Tunisians. I am sure it doesn't. Yes, definitely! Do you think the participants..whenever I attended a seminar organized by the Americans or English, they were always doing their best. You could see it. OK? You could see that they are not allowing themselves to behave superficially or anything like that. They were doing their best because they could see Tunisians would stop when they don't agree with something so they were aware of the high degree of maturity of the Tunisian teachers. I don't think they believe Tunisians to be naive. NO, no! I did not get that impression even during break time. After the seminar was over we could exchange some words with these people and they were showing much [interest] respect and we're taking our remarks into consideration and were taking us seriously.

F: OK, you think that in the future, things like that should go on. There is benefit anyway in having specialists over.

T: Oh! Yes, but perhaps less and less of them are coming and more and more Tunisians are participating and showed they were efficient and even more efficient.

F: Now trainers are being sent to Britain.

T: For summer schools, etc. and they are performing and giving good results!

F: So if they enlarge that experience and touch some teachers, may be it will be...

T: Many teachers have been sent to summer school.

F: Not many in comparison to German or Italian. They have more means, i suppose.

T: There are more than 2000 teachers in Tunisia and we don't even get... while in German you have 150 teachers [150 in whole Germany?] In Tunisia! [Yes, yes] even Italian teachers are spoiled [yes, yes, you're right!] So, if we have 25 teachers going every year, it's going to have a good impact. [You're right!] (Silence)

F: Now the last topic and thank you very much for your patience! The relationship between 'teacher development' and career advancement. The fact that you are a *PES* now and will be something else, you will get promoted in or such a way. In that way there is financial advancement, in that way there is professional advancement and so on. Now how do you see the prospects?

T: Well, I believe all teachers should get the advancement as *PP* mechanically because I don't believe in those sessions and so and perhaps they will get to this solution [I hope so!] Well, then it is a good thing. Also some teachers are very happy to go do this *DEA*. Many young teachers can go there. I'm not talking about myself [why not? There is no age limit to studies!] Well, I have my own responsibilities but there are perhaps things which are more important if one day I'm quite satisfied with what I have taught in class because this does not happen to me very often [you are ambitious] every time I go out of class, I feel frustrated because I think it wasn't that good you see. So the *DEA* is a good thing. If they create an '*aggregation*' course for English, that will be good. People would be happy. We'll be glad if... [they increase our salaries!] Perhaps not! If they increase your salary and the prices go up. No what would be nice for teachers is organising **cheap** trips to Britain or America.

F: OK! You think that career advancement has a positive effect on teachers obviously.

T: Of course, [in the sense that he/she will perform better?] Well, a teacher who can become a *PP* after 20 or 25 years of experience in teaching would accept that as a reward and would probably feel [a sense of gratification] and someone who goes for a post-graduate course would perform better] Well for post-graduate students. All the people who went for post-graduate studies want to leave secondary education and go to higher education because they feel higher education is better paid and gives them higher standard [yeah!] So this is why many people are getting registered in this *DEA*.

F: OK! Thank you very much for this interview. Just one last question...

T: Yes, Faiza. Go on! (Both laugh)

F: This is a question I'm asking all my respondents. How did you feel during this interview?

T: Well, quite normal really!

F: and about the questions asked?

T: Very good questions, I suppose, because they touched upon everything [thank you!] concerning education and the teaching of English.

F: So you didn't feel that any of them was embarrassing or...

T: No, I didn't feel that at all. I didn't feel that at all!

F: It was a bit long, though.

T: Long for you! More than you've expected. You asked your friend to come and pick you up at six.

F. Thank you very much again. Thank you!

END OF INTERVIEW.

## APPENDIX 5.9

### TRANSCRIPT OF INTERVIEW WITH TEACHER 4

(September 28, 1998)

F: Thank you very much for coming for this interview, for allowing time for it

T: You're welcome [I know you're very busy] You're welcome.

F: The first part of this interview I would like to know a bit about the teacher himself. How long have you been teaching?

T: Well, actually I taught for five years and then I stopped for seven years and then I got back to teaching. so all in all that makes thirteen. I have done eight now I think. Yes.

F: So I suppose you taught in different schools.

T: Oh yes, many different schools. You want to have an idea about the schools? Yeah, I've got to remember. I taught in X. The first and then two lycées in Y (*lycée technique* and then in Z) and then I stopped teaching for seven years. When I got back, I went to XX de Marseilles and then YY since '92.

F: Were you involved in another job in the meantime?

T: No, no. I just wanted to have some rest, to have my kids. Once they went to school, I went back to my job.

F: So what levels have you taught so far?

T: Actually I have taught all levels and since 1992, I can say that I sort of specialized in 6ème and 7ème année but before that I had all levels.

F: Is this a tradition in the school that some teachers are specialized in 6ème and 7ème and the others for four and five?

T: I can't say that it is a tradition in the school but when they give you a schedule for 7ème année every year, you can see for yourself that it has become sort of a habit.

F: I was like wondering what are the teachers for four and five.

T: Yeah. I don't know whether it is the case for all teachers but if a teacher comes here for the first time, I doubt it if they give him a 7ème année. [They'll give him fourth and fifth] Yeah, they'll give him fourth and fifth which is not the right thing to do because the fourth year is the first year of English.. for the basics you know.

F: and what is the average number of students in your classes now?

T: Thirty-eight to forty [in 6ème or 7ème?] I got a 6ème Math with forty pupils. I can't remember. It's the beginning of the year and you can hardly distinguish. I have got another class with thirty nine students [certainly no less than thirty-eight] no, no. [That will be a waste] the same for my colleagues.

F: Yeah, I have been listening to their conversation before you came. Now I would like to take you back to your experience as a learner at school [yeah, that was a long time ago] You learnt French and English [you mean in secondary school?] Whatever you remember. You know, we learnt French much earlier. So what do you remember about the ways you were taught these languages?

T: That was a long time ago but what I can remember is that I learnt the languages: both French and English and I have better memory about English because I studied it much later. You see what I mean? I think what was good is that we studied the basics of language [you mean the grammar] the theory and then you got to practice. You see what I mean? The teachers made sure we knew the basics and then we got to speaking etc.

T: So was there a teacher either of French or English that you still remember today?

F: Oh yes I remember all of them. All of my English teachers.

F: Was there one in particular that you really liked or disliked for some reason?

T: No, I don't think I disliked any of my English teachers. I liked all of them. I used to get on with my English teachers; probably because I liked English but I still remember their names and even when I got out of school, I still went back to talk to them. You know when I went to university, I kept in touch with them.

F: Is there something related to their way of teaching that you still recall today as ...

T: Yes, I do recall but those teachers had to follow the method imposed by their own inspectors at that time, too. I think I like the way they put things to us. As I said before basics first [yeah explicit things] explicit things and then practice. The pupil is not ... the pupil.. I'm talking about the past [yeah, the past] the pupil does not have to face theory and practice at the same time which is kind of hard [one thing at a time] One thing at a time. Yes, the teacher used to present the vocabulary, the grammatical structures. It's a method that inspectors do not like now, you know? But this is the way things used to be done. [yeah!] To present everything. Once the teacher is sure the pupils have understood everything, the text is discussed etc. I think we used to have better results than the pupils do now even though the present method has some good aspects [but also in that way.. the way we were taught, we did not have the opportunity to practice and to communicate in English] Yeah, not that much but we had the opportunity to practice any new word. The pupils used to give sentences related to different contexts depending on the imagination and the creativity of the pupils which is not the case now especially the way we work now. We have worksheets. I can say the examples are ready for the pupils. [And that way there is no creativity or initiative] Yes, not really any input from the learners. I don't know..we used to give ten to seven examples about one word. After that we can be sure that it is assimilated once for all. You know? [there won't be any confusion]



about the meaning of that word or that word] No no no confusion... as far as I remember.

F: Therefore in comparison to the situation now teaching is implicit and maybe the pupils get the wrong meaning. Do you sense that?

T: Excuse me I don't understand the question.

F: In the old method when the teacher presented the words and the learners gave the examples, he was sure everybody got the meaning [Oh yes] and the way you are working now, you think that maybe the learners do not get the meaning.

T: Yes, not all of them. Maybe half the class but it is not the totality of the pupils get everything. You just spend two minutes on a word get to repeat two or three pupils that's all [you have to go on] yes, you have to go on. We have a book that thick to finish and we can't afford to waste time and to stop to check if every pupil has understood everything. There is one other important factor. The old method eh.. the teacher could afford to check that every pupil has understood in the class. He could afford that.

F: I remember in my Baccalaureat year, we were 28.

T: Well, where will you find classes of 28 [dream. You have to dream] It's utopic [yeah]

F: Yourself as a language learner... When you think about it now, how would you consider yourself as a language learner? How would you describe yourself as a language learner [of English?] or of French.

T: I was very motivated. I liked the language very much and I was motivated.

F: Did you participate a lot in class or...

T: Yeah, I participated a lot. Even my colleagues in class used to... [laughs] and say I'm going to sit next to you because you can explain to me everything. You know that still happens. That used to be my case. I liked the textbooks which were used [*English for Modern Life*] No, I taught with *English for Modern Life* but I didn't study with *English for Modern Life*. I studied with *English Ways*. The white book for 7ème année The United States of America. You know all those old books. [So you used *English for Modern Life* for teaching] Yes, when I started teaching and then when I came back the books we're using now *Communicate in English* the four levels. I was receptive in the English class and I can say I was interested in almost everything. I gave many presentations. Every time we had something important or something interesting, I remember I had a presentation about Henry VIII [yeah I was just going to ask you whether you spent a lot of time out of class also studying English yourself at home] Researching? yes, I went to libraries for my presentations. I had to go to libraries eh... like the American Centre, to *Les Soeurs* so often for my presentations. [You used to have an English club at the school] Well, it was sort of on and off. We had an English club and then it stopped and then back again. It was not something continuous.

F: So were your teachers French or...

T: We had Tunisian teachers and we had one English teacher who was French but she had a perfect pronunciation. Most of them were Tunisian.

F: Because I remember at that time there were a lot of foreigners.

T: Yes, we had Mme Lavocade. She was French but most of them were Tunisian.

F: and as part of your language training, did you go abroad to spend some time in an English- speaking country?

T: Yeah, when I was at university I went to the United States of America for a year. That's where I had my language training.

F: Did you teach French or anything there?

T: Yes, I was a French assistant.

F: Did you go to Louisiana or...

T: No, Minnessota. I was in Minnessota and I was a French assistant there [for a year] for a year.

F: May be the answer is evident but how beneficial was the experience for you as a professional teacher?

T: It was beneficial. Extremely beneficial ! For the language, of course. You can't teach English if you don't master the language.. if you don't speak it fluently. That's the most important thing.

F: Sorry in what way is it an important aspect for the teacher; the fluency part?

T: We are expected to speak English in class so how can you speak English from the start to the end if you don't master the language ? You are going to switch to French if you don't master the language. You are going to translate some words into French if you don't master the language. Well, I think it's sort of evident in the end. The second thing eh.. when you speak the language fluently. When you master it, you use words which people use in real life and which you cannot find in books.. some slang words which you use everyday and which you can explain to your pupils. When your student in the end of the hour says: « What does this mean I found it in a song » or whatever and you have to explain to your pupils, you see? Second thing, to go back to the benefit of the language training... the linguistic stay is when you stay with people in their own homes, when you share with them their daily life, you get to know to learn things in their every day life and this is important for you as a teacher. You'll get to meet these things in texts and need to explain them. It is as if you are in a natural situation. Nothing is foreign to you. You have experienced that situation before. You've got to answer questions from your students.

F : Because I heard the new generation of English language teachers have great difficulties with that at the moment because they don't have the same opportunity.

T: That's the use of the language training abroad. If they don't go for language training if they don't stay for a year..a month or two months is never enough to see all the facets of a civilisation. You see what I mean? One year is already not enough if I can say that [yeah and have you had an opportunity to go again?] Yes, but on my own. Once you go to language training with the university or whatever, they never give you the chance to go another time after some years because you need eh... how can I say another training; You forget [you need to keep up] to brush it up. You can forget it very easily and even myself when I go back to England or to America, the first two days it is a little bit difficult and then things come back to my memory. You see what I mean? [yeah] so I went on my own to Britain to America [yeah] I need it. If I'm going to wait for...

F: There is no framework for that yeah eh... When you were a student at university as part of your *Maîtrise* the subjects you had... which of these subjects did you find as you started teaching really helpful or had a close relation with your work afterwards?

T: You probably don't like that kind of answer but I'm going to say a bit of everything. May be... we used to have phonetics That's very useful. I don't know whether they still do it [ yeah; laboratory for the students to improve their pronunciation] yes, that's very useful remember that we used to do that twice a week and it is very helpful. Yes, we used to [and did you do phonetics those days?] Yes, I was an *Ecole Normale* student and we used to go to 9 Avril to use the laboratory there; especially for those special courses like phonetics. I used to have tests and everything. The second thing I should say the second rank I'll put History and Civilisation. It helps you understand what's in the texts you are going to teach [and especially with the new programme] yes, lots of new things..people and their attitudes, who goes to church, who is [the royal family] yes yes. Of course; you can't remember everything you studied at university but many things that can be helpful to your students. Questions about the literature also, yeah. Studying about literary devices at university. You still can and it will help you explain poems, for instance. We have poems in 7ème année [Hughes] yeah Hughes. My poetry teacher was superb. I did not have to go back to my copybook. From my memory I used the things to explain to my students. So I think that now we have less and less things at university

F: and did you have applied linguistics or TEFL when you were a student?

T: Linguistics simply. Not applied linguistics. We didn't apply linguistics to anything. We studied Linguistics in French in the third year of English as a Certificat Complémentaire [oh really] so it was only linguistics not applied linguistics. All I can remember is De Saussure etc. but I don't remember applying it. May it has to do with the course itself [but it was a matter of time] an hour a week type of course; a cours magistral if you see what I mean?

F: You were an *Ecole Normale* student so did you have a training as a teacher?

F: Yes, yes. How was that?

T: Yeah, it was done during the last year at the *Ecole Normale* in the last year, the year of the *Maîtrise*; which is a better idea. It is a very good idea to do the training at

the same time. So when you start teaching [you're not shocked] No, there's is nothing shocking.. nothing surprising about it. You are confident.

F: so you did classroom observation.

T: Observation in classes and then we taught ourselves.

F: You had a trainer with you.

T: Yes, and we went to different schools. I remember the first school we went to was *Rue de Russie* and the second time in *El Omrane*. So, we used to observe two or three lessons. It depends on the teacher and then we taught ourselves a lesson twice a week. That helps a lot, you know ? To get confidence and..

F: so according to you when a teacher goes to class to teach a lesson, what kind of knowledge does he or she need to be able to teach on everyday basis... so what kind or kinds of knowledge are necessary? Some people say what you learn at university...

T: No, no no. That's never enough. Well, what you learn at university is helpful but then you need sort of the information that you gain about issues [current events] yes, current events You've got to obtain information. You've got to read about events that are happening, you know so that you are not blocked when your students ask you questions. The teacher has to be confident in herself..ready for questions; all sorts of questions..ready for discussions; all sorts of discussions.

F : So an English language teacher has to keep up with what is happening in the world basically !

T : Definitely.. definitely.

F: So yourself what do you do for that. You read a lot of...

T: Not a lot but whenever I get a chance I go to the American Centre and get some magazine like the New York Times, the Times or whatever and I try to find some article about a subject that I heard of but I did not get the chance to read about it. I try as far as possible, you see?

F: It is easier nowadays with the Satellite dish.

T: Well, I have to say I have no dish. I don't like watching TV all the time. I do it from time to time but I don't have the time. I watch films. I love films you know. And I get the chance to see a film every now and then. (English films on video?) No on TV. They have a lot of films on *Canal Horizon*. I don't have the dish because I have young kids and I don't want them to be watching TV all the time. I love reading. It's the best leisure activity if you want. I would read anything. It goes from *Femme Actuelle* to *Times*.

F: So a teacher has to keep himself or herself informed [yes] so did it happen to you that you were going to approach a unit and then you said : « Ahan this is something I do not know about I have to go and look it up »

T: yes [do you have a concrete example of that?] Yes; there is a chapter in the *6ème année* book about cheques and banks and overdroughts. It's a kind of ESP and I'm sure my colleagues had to go and look it up but I didn't need to do it because I taught at rue de Marseille when there used to be [the scientific?] no [the secretaries course] yeah the secretarial course.. [*English for Secretaries* that book was] yes, the book by Jaouida Ben Afia so I taught that for two years so I did not need to look it up, you see? Sometimes also there are chapters also about.. like social problems.. about drugs. You need to know the jargon [and you need to be up to date] yeah about drugs.. things are changing very quickly. So every time I see an article about justice in America; an article in English un *texte original*, I do it. I try to get films from the American centre whenever it is possible, you see?

F: That's good. How important also is it for an English language teacher to look up the official programme that the Ministry publishes; the little booklets

T: Well, you mean all levels?

F: Well, at the moment there are two different texts; one is for the *Communicate in English* books and a second one that they have just published about the 8th and 9th form.

T: Actually I haven't looked closely into the new books. My son is studying in the new book. I overlooked the book [the *8ème année* one?] No, I forgot the name of that book [Spread your Wings] I overlooked it because in reality my children studied English at the primary level [ahan] So this is mainly why and also knowing that I am not going to teach that level to see how much is to be covered in one year eh..

END OF SIDE A OF TAPE ONE

F: so now there are new books coming up to the first and second year. This year they are starting with the first so...

T: We have to go through them to be able to make the transition when we have those students. When we get the *3ème année*, we have to know what they had before so I make the transition so that I don't repeat myself except for a short review.

F: That's important [that's very important!] This is another question about the teacher's performance. How important do you think it is for a teacher a new teacher to be knowledgeable about new methods in language teaching? You know the GT, The Audio-lingual, the Communicative er...

T: Translation is not part of the techniques. It's finished. It's not used at all [ehm] not at all. The different techniques.. I've already told you that things were imposed. The way you teach things is imposed [yeah] so we should say technique not techniques.

F: So when you used *English for Modern Life* and then *Communicate in English*, you had this opportunity to experience that before. But for somebody who is just

going to start now teaching in schools and finds only the Communicative approach. Probably we need to inform at the level of the university or something about what was there before.

T: I don't think it's important. It is the role of inspectors.. of the trainers [to illustrate] yes, the techniques and you get into it. For example, when I first taught, I used the old method.. the one I was taught with. I had been taught with and then when I was home after my interruption, I got back to teaching it was a new method so I observed a few lessons; two or three lessons and that was it. It wasn't something really hard to grasp or.. You got into it very quickly and with practice

F: May be sometimes you are selective from one method to another. Do you get back to the old method sometimes?

T: Yes, sometimes I do [yeah?] I do when I feel the pupils don't get that point [by teaching it implicitly] Right. So I have to forget about the Communicative Approach for a moment; especially for the 7ème.. Well, I should say for all levels because it is important whether it is 4ème or 7ème année. They have exams and they are tested so they have to assimilate everything. So I have to forget about the Communicative Approach especially if I am going to explain something in grammar. For me grammar is important. It is basic. You can't speak the language correctly if.. how to say.. you don't understand the structures, the mechanical structures. So I sometimes go back to that. I also go back to the old method and make the pupils make sentences and write them on the board. Right? Sentences.. repeat them until I am sure it's there in their minds [for vocabulary] Even for grammar [You write the structure] I write the structure on the board and they copy it on their copybooks and circle it, repeat examples especially for structures that I think are basic [do you use repetition; choral repetition and .. You know?] Yes, I do to vary the contexts. that sentence is used in different contexts so I vary. The students do not know only that context they studied in class.

F: So what would you say to a teacher who says, « Well, I stick to the Communicative method. I know the students are prbably not following but I am supposed to use this method and stick to it »

T: What I'll tell him? [ehm] Well, I would advise him not to stick to it. You know? To open brackets whenever it is necessary [select different techniques] yes.

F: You have had opportunities to observe...

T: Sorry to interrupt you. About this.. I always go to other schools and observe lessons, structural points like.. I take the example of inversions. You know? Just one example is written on the board or even not on the board but on their worksheet..one example and they pass on to the next thing. I can be sure that [they don't get it] No, they don't get it. They will make mistakes if the teacher does not take the time to insist on that and to use many examples [have them practice] of course, or make them write examples on their copybooks and then give them homework about that.

F: So when you have an opportunity to observe a teacher demonstrating a lesson, when is it that you say « That was a competent teacher! and that was a successful lesson! » Under what conditions?

T: Yes, That is when the students respond. When there is interaction between the students and the teacher. When the students understand what he says, when there is interaction.. when there is response [that means they are following!] That is the most important thing. You know it is not important for me when a teacher covers the lesson from the beginning to the end when it is a long text; especially with long texts. Sometimes the inspector says it is perfect because the teacher managed to finish the text at the appointed time. For me, it's not eh.. [the objective] No, it's not the objective. The objective is when the students understand, when get the point meaning, when they respond to the teacher. That's the most important thing for me. When they are able to reproduce what the teacher had taught them; whether it is vocabulary or grammar. You know? For me it is a competent teacher. When he makes himself clear and well-understood. Covering a two-page text in one hour, for me is not... [a sign of competence] No, it is not a sign of competence unless it is coupled with the pupils' response but I observed a few lessons I can give you the example a text in the *6ème année* book. It's a text about TV about books and TV. There is no eh... What's the title? 'There's no life..I can't remember the text. That's a very long text. I observed a lesson. The teacher finished the text in one hour but probably four or five pupils only talked in class and I suppose they were the best pupils [yeah] I am sure they didn't grasp the most important things about that text.

F: OK here you mentioned the inspectors and this is a question about the position of inspectors in Tunisia and the position of the teacher and how the inspector as a mediator is put in a position probably of imposing certain new criteria and every time or new conditions for defining what is a good lesson [many of them are 'good'.. positive aspects] yeah. So how important is it for the teacher to comply to the trainers' directives?

T: It is important to a certain extent. You know? But as I told you earlier the teacher can comply but once in a while is free to insist on one point or use a different method.. a method of himself if he thinks it is appropriate.. that it is necessary with the pupils.. It is important that the teacher complies to what the inspector tells him to do but it is also good that you make an exception every once in a while. You know? to make sure that everything is clear for the pupils.

F: And how important at the level of the school. You are a good number of teachers; may be six or seven [more than that] How important is it also to collaborate among yourselves so that there is some kind of harmony.. in terms of pedagogy, of course.

T: Yes, yes it is important because..it is important for the benefit of the students. We collaborate if we try to do the same thing, if we try to complete one another. We prepare worksheets and we exchange worksheets and probably I say my colleague insisted on that point may be I didn't see it so I sort of fill in my gaps and that teacher also has an opportunity to fill in some gaps also. It is important and in this way we have complete lessons.. We don't miss out anything and it is also important for the tests; that we work in collaboration to make one test for one level [once a term!] or twice a term if necessary. We try to do it in this school. Not all of us but at least one

group. We try to do. This obliges us to follow the same pace and not to be left behind in the curriculum. All our students see nearly the same thing in the class of Mme X or Mme Y. You see?

F: So what happens when there is, may be, discordance of some kind;

T: Yeah, that happens with one teacher or two teachers. Well, I don't want to say who or where. They were far behind in the curriculum and there was no way to collaborate and to work together for a test or even for lessons. I personally don't rely on what exists in the textbooks only. Whenever I have the possibility to enrich the vocabulary of my students, I do it. So if I'm not sure if that teacher is not doing the same, so how can I collaborate with that teacher on a test if my students know more than his. It's going to be negative for his pupils [and for yours as they won't be challenged] Right!

F: Well, OK now I'm going to focus a bit on some aspects of CLT. The famous, you know, highlights like the importance of group-work and pair-work. For pair-work and group-work, in what sense now that you've experienced with it in your classrooms, in what sense do you think that it probably contributes to the learners' success with the language or contributes to their learning of English?

T: Yeah. Everything has got positive aspects and negative aspects. The positive aspects are that the pupils are encouraged to speak up. It sort of helps them to gain confidence in themselves. You can listen to them. You don't always correct them. You have the opportunity to correct their pronunciation. You have the opportunity to resort to peer correction among themselves OK? But what is not good about that is that having classes of 38 and 40, that is not practical. It is not practical to have pair or group work when you've got [forty] Yeah. With 42 pupils, it's very difficult to manage. I personally do it twice or three times a year that's it. For the rest of the time, I conduct my lessons through the worksheets and the way I usually do it.

F: And the importance of interaction. There is this assumption in CLT that the more the learners interact, the more English they are going to learn. So basically, the more they have chances to practice, the more they will speak English. Did you notice that?

T: Yes, some of them. May be the most brilliant pupils.. the best pupils who will do that but for the rest, they will take the opportunity of pair-work or group-work to talk about other things. So, you have to be present and control their work. You have to be there all the time; which is not easily manageable. So there is some waste of time.

F: So generally, the criticism to that is that the learner.. Ok there is interaction. The learner is speaking and speaking may be more than he used to but there is something to say about the quality of the English they produce. Do you have anything to say about this?

T: Yes; they make lots of mistakes and you can't, you know, find mistakes and eh... [ignore them] Yes, ignore them. You can't ignore them. You can, of course, select some mistakes and corrected with all the class but they make so many mistakes when they speak and, I suppose, because they do not have the basics first [ehm]. That's my opinion about it. You can't ignore mistakes. You have to correct them and so you



have a sort of mixed feeling. Should you do this? should you do that? That's why I try to limit these group-work and pair-work eh.. I have peer correction sometimes with that but who can correct this pupil? It takes a lot of time.

F: Now another objective of Communicative Language Teaching is that we assume that in the long run when they finish their secondary education, the pupils are going to step out in the world and use English in an autonomous way; without the teacher or anything. So how can that objective be achieved so that we produce the autonomous speakers of English?

T: to get the students to rely on themselves while still in the secondary. Reading.. reading in English because when they go to university they are going to need english especially in scientific subjects. They have to go to libraries do research and rely on themselves the teacher can urge the pupils to start doing that since the secondary level.

F: Does a Communicative Language Teaching methodology contribute to that purpose? You know the pair-work, group-work the way reading comprehension is taught etc.

T: To?

F: to produce those autonomous learners who are going to be autonomous speakers of English.

T: They have to get the basics of the language to be able to do that.

F: You don't think communicative methodology contributes to that ?

T: Just partly. You can't rely on communicative methodology only. You have to be able to know the language.. to speak more or less correctly. To be able to make researches, read an article and understand it from the beginning to the end to have an overall idea...

F: Do you think that learners in Tunisia now are ready for this change in expectations? Because the teacher is supposed to change roles. He is no longer the informant. He's no longer, according to CLT, the controller of classes. He's a guide, a counsellor and so on and so forth.

T: He is still the controller. The controller of the class even in the Communicative Approach. Probably I don't understand what you mean by saying « he is no longer the controller of the class ». When there is group-work he is there. In pair-work he has to be here and in control of every pupil. May be I don't get what you mean?

F: No, there are ways of interpreting the role of the teacher. According to hard line CLT, the teacher .. Anyway are learners ready for the change? To stop sitting back and wait for the teacher to do things for him because that's the stereotype about learners... It is that they expect the teacher to do everything.

T: Do you mean that learners are now sitting and waiting for everything?

F: I'm asking. Is it happening?

T: Not with the Communicative approach. Actually, they have to find the answers by themselves. Nothing is given to them just like that as a present. They have to find the answers by themselves.

F: and they are adjusting to this well.

T: Not all the pupils but the majority of them adjust. The problem is that they don't insist. Once they find the answer, you know, if it is OK we generally pass on to the next but they find everything by themselves. The teacher is only here to control, to prompt, to help them with the questions to find what he wants them to find.

F: I'm passing on to the next aspect. The idea of teacher development. How do you understand it?

T: What do you mean by teacher development?

F: Eh... there are many meanings to it. Basically what happens to a teacher during his or her career. I mean, in terms of development may be change. May be improvement. What is your understanding of it?

T: What I should do now? Change. Yes, I am for change especially with beginners.

F: Beginner teachers?

T: No, no the pupils. Working with the beginners. The communicative approach is probably OK with the more advanced because they need basics to be able to work with the new method

F: So, you would like to go back a bit for the beginners in the first two years.

T: In the first two years because there are some pupils who go to the 6ème année and they don't know the difference between 'be' and 'have' etc. So these are things that need to be done in a classical way with the beginners. I'm definite about that. Things should be done classically with the beginners and then the Communicative Approach is Ok once the student is advanced. The pupils can deal with that more properly. For change, the thing I will probably suggest is something of a combination between the communicative approach and the old method probably I should say ['eclectic'] yeah, depending on the class, depending on the pupils, on the subject matter and so you can't say this is my lesson I have to do it in this way and conduct it to the end without

F: but the teacher has to be knowledgeable in this way to be able to switch and to select, isn't it?

T: Knowledgeable about what?

F: About all the options you are talking about. What are going to be his sources of learning about this? I mean, imagine a new teacher a beginner who just came out of the university now and who has not been taught with the old method, how can he ..

T: Well, I think that goes back with experience. When he will get experience. You can't get 'eclectic' as you seem to say right from the beginning. You need to observe. You need to have experience [so observing lessons] yes.

F: How about reading theory from applied linguistics textbooks or specialised journals and so on. Something like Forum.

T: don't know. I don't think this is helpful in class.

F: So what you are suggesting is 'demonstration lessons'

T: Demonstration lessons and there is something in every teacher. Inside every teacher that tells him you must switch. You must do this or that in class because it is the classroom situation which is different from one level to another from one school to another eh.. It's something personal. It is not something in classrooms

F: also learning from colleagues.

T: We must consult each other. How we do this, how we do that.. It is a very important question. A teacher is not like that from the beginning.

F: You remember when you were a *stagiaire* and you went to observe demonstration lessons, what did you concentrate on when you watched teacher teach in a demonstration lesson. I know it was important for you to record everything [yes, and absorb everything] What was your personal interest

T: The relationship between the pupils and the teacher. That interaction to make the students. How the teacher.. what he did to make the students [respond] No, make the students accept him and to respond to him. Because anyone can come and deliver a speech or a lesson and in the end of the hour leave the classroom and it's finished you know? The most important part of it and the most difficult part of it I should say is the response of the students to the teacher [and the teacher to the students] Yes, of course. How he is going to make himself accepted, understood to get to the point.

F: and what was your experience with the research *mémoire*. The experience with the *mémoire de fin de stage*, what was it like for you?

T: Ah that was a long, long time ago. I can hardly remember.. I don't even have a copy of it. But I remember I dealt with the situation de classe [ehm] interaction

F: so that was the same interest for you.

T: Probably I remain interested in that

F: But ideally now that part of the professional training. They still have the same thing

T: I think it's more elaborate now

F: Yeah, it's more practice-oriented than before. How valuable this experience is for a beginner teacher?

T: well, I personally think it's.. Well, not of no use but we can do without it. What is more important is learning how to teach, how to manage a class, how to get yourself understood. Writing the Memoire I think is just an administrative stuff that we could easily do without. That's my personal point of view.

F: So, would you recommend that novice teachers be involved in research on regular basis like you hear a lot about these new ideas like why not all the teachers in your *Lycée* get together as a team and search a certain problem area in the school like the teaching of reading or I don't know.. reluctance of students when it comes to pair-work and work on it.. search that aspect as a research team.

T: For what purpose?

F: May be to present it in a seminar, a *Journée Pédagogique*.

T: May be ! Why not!

F: Publish it in a little booklet and pass it on to other teachers.

T: We have to have time. We have to have less than 18 hours and we have to have less utopian curricula. I know we used to do that in *Lycée Pilote* or at least they probably used to do it at the time. I don't know what they are doing now but they used to have at least two hours they call consulting or something to talk with one another to see if there is a problem they need to solve but we cannot afford to do it now in our schools.

F: But if a system like that is put in place and that there is a possibility for the teachers ...

T: There could be a possibility if things are revised; the curriculum, the number of hours etc. Les heures supplémentaires..

F: and may be this research can contribute to the revision of the programmes.

T: Yes, yes why not.

F: What is the benefit for the teacher if this is ideally put in place? If there are incentives for the teacher, if this is not just additional work and some day there may be some time off or improvement in status, would you think that it would be a good idea.

T: It will be a good idea if it is done everywhere in all the schools. If all teachers would be involved in that kind of thing. Then we would compare.. we would study those researches and get the sense of it. If it is done in just one *Lycée*, I don't see the point of it.

F: Now if the people and the *Direction Générale de la Formation Continue* approach you and ask you this question: « What should be the focus next year for the organisation of Journées Pédagogiques and Formation Continue? Eh.. and they would like to know what should be their focus in terms of content

T: For the seminars, and *Journées Pédagogiques* There is a point that most of us seem to neglect the seminars ; those who are responsible for the seminars.. Writing.. how to develop writing and how to correct writing in a communicative way, you see? That I think..it's the subject which is never dealt with in seminars and *journées pédagogiques* [may be they did ten years ago] May be they did when I was at home not teaching (laughs) [but yourself sensed that when you correct in the baccalaureat, there is a problem] and there will always be problems as far as writing is concerned [evaluating writing] Free writing, I mean.. It's very subjective, you know.? You are always correcting in a subjective way. Is there a way you can correct a writing objectively and fairly? [yeah !] and each year they ask us the question what do you suggest for the next seminar and I always write 'writing'.. free writing. I'm not talking about matching and fill in the blanks and.., you know? Free writing.

F: You are teaching with *Communicate in English*; Now, there is probably going to be an introduction of change coming with the new textbooks.. So, what would you suggest that the trainers do to introduce further change. It is probably going to be along the same line but there must be some difference. What should they do with the teachers so that they prepare them [the new teachers, you mean?] Like yourself you haven't taught 8th form and 9th form and you have first and second year coming up..

T: I don't wish to teach 8th form and 9th form No (laughs)

F: But there is going to be first year, second year secondary, third year. That is going to be the continuation of the 8th and 9th form curriculum [Yeah] so what do you suggest? What do you think you will require as a teacher to be prepared?

T: I really don't know.. Through the JP probably. You know when you don't like teaching those levels, because I taught them before and I didn't enjoy those levels [yeah] especially with the Communicative approach.

F: So may be you would want them to tell you about the curriculum itself.

T: Yeah, this is something I can do by myself. I mean , look through the books and see what there is. The things that exist in those books but as far as the methods and the techniques are concerned, I would suggest as I told you that we go back to the classical way of teaching for the beginners and use the Communicative Approach for the more advanced [levels] yes. Probably they are going to say the books. The textbooks for the beginners have been conceived following the Communicative Approach [I heard that they are much more demanding so a learner after the 8th form is like a learner in the 6th form or something like that . Maybe this is an exaggeration!] I think it is an exaggeration because I can give you the example of my son who started English at the primary level and at the 8th and 9th form he had the level of the *6ème année* now. Why? because he started at primary school [allright!] but I don't think that it is the case for the others; I don't think so.

F: OK this is a question about visiting foreign specialists in promoting change in methodology. Probably you have been to some seminars [yes]. What do you think of their role of the foreign specialist in promoting change.

T: Yes, it is an opportunity for us to bring in new ideas eh.. new ways of testing.. Apart from the usual way of testing.. I participated in a seminar. I don't know how many years ago.. [on testing?] It was a seminar on testing and we were really brought new ideas. We had new ideas from the native speakers who organised those seminars and they really finished .. ended up by elaborating new things.. and it was very motivating and interesting. [It was contextbound] Yes, yes really! And new ideas about tests which the students themselves liked and they responded to them in a very positive way. So..

F: Have you tried to be a PP? [no] No? [no.. no] Are you interested?

T: Not for the time being.

T : And why would you think ?

T : For many reasons I'm going to keep for myself (laughs).

F: And would you be interested as well becoming a *Conseiller Pédagogique* or an inspector?

T: I like being in class you know. I love teaching whether using the others' way of teaching or my own way. I like being in class.. Having pupils, working with them. Conveying a message to them. I do not think I will be able to do that as an inspector [or Conseiller] I do not like to be in that situation. For the time being at least.

F: I'm asking this because for teachers that is the only way of career advancement for teachers; to have something new happening to him.

T: Yes, but we cannot be all inspectors. We need to have just a few inspectors and a lot of teachers (laughs) You see, if we all became inspectors.. No, no I like being in class and working with my pupils. I think we have a mission.. an objective; conveying something to the pupils. Giving them a message. I think that's my role and I'd like to do it for myself.

F: Yeah, thank you very much for this interview and you're about to go to class. Just one question; What did you think of the issues raised in this interview?

T: Well I could express myself about certain things that remained inside for a long time and I could express them [and they were pertinent to your job?] Oh yes, I could say things I could not say in seminars in journées pédagogiques. We were confined to a given subject and we couldn't feel free to say anything we wanted to say. In this kind of interview I really delivered everything I had on my mind.. You know? Inside me.

F: Thank you very much for your patience [your welcome] your collaboration and your openness [OK] I just need your address and that may be I get in touch with you very soon.

(END OF INTERVIEW)

**APPENDIX 5.10****TRANSCRIPT OF INTERVIEW WITH TEACHER 5****(29 September, 1998)**

F: Thank you very much for accepting to answer my questions. The first part of this interview is about you as a teacher. How long have you been teaching?

T: I've been teaching for one year and this is going to be my second year.

F: Have you taught in the same school?

T: Yes, it is going to be the same school.

F: The same school as last year. Have you been involved in a different job?

T: No, this is my first experience.

F: What levels did you have to teach last year?

T: Last year I taught the fourth and fifth form

F: The old secondary system.

T: Yeah, the old system and this coming year I'm going to teach the fifth and the seventh level.

F: and what is the average number of students in your classes?

T: Forty pupils

F: That's the average or can it be more?

T: No, no more than forty. Classes of 35-36. Last year I even had a class with thirty but the maximum number of pupils is forty

F: Now how about your experience as language learner. When you learned French and English, what do you remember about the way you were taught these languages?

T: You mean in the secondary school? [Yeah!] Yes, I think when I was studying English. It was the beginning of the Communicative Approach so my teacher had two ways of teaching. We studied in the old books but in her way of teaching, she was using new communicative activities. I remember we had group work..Yes, mainly group work [and pair-work?] Yes, but we still had this drilling so it was a mixture.

F: So were there things you liked or disliked about your previous English language teachers?

T: You mean the negative points? Yeah I didn't like this type of drilling pattern of teaching and the types of exercises we had in the book. I didn't think this was the right way of teaching us language. This was probably because of the materials. The book itself was an old book and I didn't like this. Yes something else. When I studied English in the secondary school, we didn't have any listening. Our teacher used to do the reading as listening. Listening did not amount to much. We just relied especially on reading.

F: Did you have a favourite teacher as a learner of English?

T: Yes, certainly! The best teacher I had was the first teacher.

F: What was about this teacher that you liked particularly?

T: I liked her tendency to adopt new methods. She was an old teacher but she had some training... We were acting in the classroom and we were working in groups. She even brought her own tape recorder and we had OK one listening activity one time.

F: What kind of learner were you?

T: Yes, I was a very passionate learner of English, which explains my being an English teacher today.

F: So what kind of pupil were you? The kind that participates a lot or...

T: Yes, thanks to...generally, I'm an active student but I like to listen. I understand but I didn't like to participate much. Thanks to this teacher... She tried to involve all her students in the lesson and it was thanks to her that ... She made once a remark that I didn't participate much but I had ideas OK? That's why she always attempted to make me speak and participate and that's how I developed the habit of speaking English and it was OK after that.

F: And what did you do to improve your English out of class?

T: Yes, I have some relatives who are interested in English so I tried to borrow some books from them and read them [You read them all by yourself?] Yes. I sometimes used the dictionary and sometimes asked if I didn't know. These relatives also had some American friends so I practised with them [so that was a good opportunity for practice] yes.

F: As part of your university education you went on language training in Britain yeah?

T: Yes I went to the north of England.. Manchester.

F: So what do you remember about that experience?

T: It was very beneficial in the way that we were taught how to teach. The different stages of a lesson (the pre- the while and the post stage). We discussed how to deal with pupils... How to understand learner psychology.. How to set up for group work.



They showed us some type of exercises. We practised some acting in the drama course. This was apart from the contact with English people.

F: So when you had contact with English people you improved your language skills. Did you feel any difference afterwards?

T: Yes, of course, I felt the difference. There in Britain we learned everyday life language. Here in Tunisia we have just texts and some dialogues [yes] but there we learned how English people speak

F: Now when you are teaching in school, do you feel sometimes that you're using some of the things you learned during your language training?

T: That's right

F: What kinds of things?

T: Lesson planning. We learned lesson planning during the training and we learned...

F: and in terms of spoken language?

T: Yes, during the productive part of my lesson when I give my pupils a dialogue. Shall I give you an example?

F: Yeah!

T: Well, how to make a telephone call. I learned this in England. What they say first for example and when I was teaching the fourth form pupils they had to reproduce a dialogue about making a phone call. So I recalled how I did that in Britain. That way I was able to teach them how to make an authentic phone call [yeah] what to say...

F: Yes, for example book II focuses on Britain. So were there are aspects in the cultural part that helped?

T: Yeah, I remember the chapter on entertainment so we have something about festivals, the theatre, cinema and something about football and the atmosphere in the stadium, the supporters because when I was in Britain [in Manchester!] Yes it was important there. It was famous for football. So we saw the football fans there and how they behaved.

F: Yeah, and as a university student which subjects you had during the four years of the *Maîtrise*..which courses did you find most helpful for you as a teacher?

T: As a teacher? Yes, I noticed that there was a big gap between what we had at university the drama, the novel and even grammar. It is very different from what I need for teaching. May be what we had in the composition course was helpful for me now to teach my pupils how to write paragraphs and so on but for the rest I don't think that my university courses were of any help to me.

F: Not even linguistics?

T: Yeah Linguistics was very helpful. We learnt about English, about learning English and learning languages. OK? Linguistics that's right it's helpful.

F: How about civilisation and history?

T: Yes, history was useful. In the fifth form we have a bit of history.

F: About Henry VIII. The story is still there?

T: No we don't have it.

F: About the royal family and things like that?

T: Yes, Queen Elizabeth and eh.. Yes we have Henry VIII as well.

F: When you started teaching last year, let's say during the first two or three weeks... What kind of knowledge did you feel you needed to have?

T: Yeah when I first started teaching, I felt that I needed this simple language. When I began teaching, my language was difficult for my students. I noticed this but I didn't know how to speak because this was the language I studied at university. I had to [slow down] yeah and make things easier and simpler.

F: So how important is it for the teacher to know about the methods. How important were those?

T: I felt that I needed methodology. This was really important to know how to organise my course and to make my students understand. So [you drew on the methodology course you had in England] Yes.

F: When you started your professional training, you were told about the official programme [yes] how helpful did you find this? That a teacher knows about the content of the official programme?

T: Yes, it was helpful for me because there were lessons I was not supposed to teach. This was especially for the fifth. It was important to have an idea because this was my first year so I did not know the content of the whole book. So when I was in unit 1 I knew the content of the other units and so I introduced some points that I was going to need afterwards.

F: So how important is it to know about the content of the books in use? You are teaching fifth and sixth, do you feel that you need to know about the other levels you were not teaching?

T: Honestly I didn't feel that. I was teaching the fourth and the fifth forms so these were the first two levels. If I were teaching the sixth and seventh, it will be important to know the others.

F: Are you now familiar with the new textbooks for the 8<sup>th</sup> and 9<sup>th</sup> form and first year Basic Education?

T: No, since I'm not involved in teaching these levels but I have a rough idea because my colleagues come and may ask me about how to teach certain points and in devising tests. So I discussed some points but I don't know the content of the whole course.

F: Do you have first year secondary the new system in your school?

T: Yes, we do.

F: So it's coming.

T: Yes! (laugh).

F: In terms of pedagogy. You said that in your *Stage* they talked about techniques and procedures. Did they tell you about the different methods: the Audio-lingual, the Grammar Translation Method and so on and so forth. The difference between them for instance?

T: You mean the *Stage* here in Tunisia or in England?

F: No, no In England.

T: No, they didn't insist on that.

F: So because we are teaching according to the Communicative Method, do you think teachers need to know about the old methods?

T: Yes, sure! I think they need this to avoid the mistakes of the old methods [so that not to use them?] For example I know that the GTM is a teaching method and that in the framework of the Communicative Approach, they avoid this method so I have in mind that I mustn't resort to it with my students.

F: You were taught through the Audio-lingual method some time ago. Do you find any aspect of it useful?

T: Yes, some aspects are useful. I was speaking about drilling and [repetition] that it was too much but can be useful along with CLT. Yes, I adopt some aspects. I sometimes make my students repeat. That way they practice language and memorise certain things.

F: So you're suggesting that teachers be selective.

T: Yes, select the best of each method.

F: Yes but how can they be selective and resort to different methods if they don't know about them? How can the problem be solved?

T: This is the teacher's problem so he or she must read about the other methods and must have an idea about all the methods so that they can choose and use them to teach.

F: Yes, choose the good things. So if they're not selective, they are sticking to the Communicative Method.

T: As far as my training is concerned. I don't remember my trainer mentioning or alluding to the old method. May be they just tell us to avoid this or that but they concentrate on the Communicative Method.

F: You had the opportunity to observe many teachers so far. Was there one time that you said: "Ahan this is a competent teacher!" What was the lesson like? What was the teacher like?

T: Yes, I remember one teacher whose lesson was very impressive. It was a listening lesson and she insisted that her pupils gave the answer so she kept repeating and gave them time. So, this was OK. The students at the end gave her answers but she did not herself give answers. At the end of the lesson she had a sort of discussion so the pupils had an opportunity to [express] to express themselves [what was it pair-work?] Yes, it was group-work but I remember she repeated the listening many times; three, four or even five times so that was a good way to teach listening.

F: But generally speaking what would you, yourself, call a competent teacher?

T: In my opinion a competent teacher is the one who tries to teach his students with easy English, who tries to encourage all the students to participate in class, who tries to make his lesson an organised well-planned lesson and to make sure all his students participate. In order to have good participation, you have to mix the class even if there are some students who do not like to participate so he makes the effort to help them participate. This is the beginning but once he develops in his students the habit of speaking and participating, he will find no problem. OK?

F: As you said your trainer is concentrating on the Communicative Approach [yeah] In case some teachers are still convinced about the old methods and especially experienced teachers... There are some teachers, experienced teachers, who are convinced that the other methods are still valid or shall I say useful. What do you suggest in that case? That they do what they like or to abide with what the trainer is preaching.

T: I'm for... I am concerned with the students. All the students must have the same opportunity and have the same kind of instruction. So this is the general approach but if the teacher feels that drilling is useful [he can resort to it] but I think that teachers should adopt the official method.

F: We know that according to the CA there are specific types of activities like group-work pair-work, gap fillers, transfer exercises and so on. What do you think is the role of this type of activities in enhancing learning?

T: This is important for pupil communication and interaction. When I give my students group-work, I noticed that when I give my pupils these types of activities, I noticed that they like them and they participate. They sometimes speak in Arabic but I don't mind because the important thing is that they communicate [to encourage communication]. Even if they speak in Arabic the outcome is in English. I like this type of activities because they facilitate communication. It is an intelligent way of

making the students work. I don't think that one student...if you give the same task to one pupil only, he/she is not going to be encouraged to work but with the group they work together and in the end give the answers.

F: So you think it enhances learning. Another aspect of CLT is the emphasis put on interaction and the assumption is that the more they interact, the more English they learn. Did you notice that while working with your students?

T: Yes! To some extent because in groups..I try to put in groups a mixture of good, average and not so good pupils and I noticed that the average pupils listen to the good student so they listen to him when he says something....[Sorry!]

END OF SIDE A

I noticed that the average pupil learns new words from his friend. This is a good way to learn. In the oral test next time I ask two pupils to reproduce the same thing we did the day before and they seem to remember and perform it in a satisfactory way. So I think this is better way to learn.

F: Yeah. Another aspect of CLT is that it aims to encourage learners to be responsible for their own learning... to be autonomous from the teacher. To what extent do you agree with this assumption?

T: This is true to the extent that the relation between student and teacher is varied. Before we used to have the teacher interact with one pupil at a time. Now we have students interact with one another so they can write a dialogue together without the intervention of the teacher eh..they are responsible for that. There is a task. It is **their** task. They have to produce that dialogue. He has to talk with his friend and I look at them..I listen to them but I don't intervene. That way they become a bit independent from the teacher OK?

F: So you noticed this has been achieved? Generally, what is the reaction of the learners? Do they expect that from the teacher still? That is, do they ask what is the meaning of that or that word?

T: Yes, in the beginning it was a bit difficult. They were not used to this kind of teaching but with time they became used to it.

F: So from your discussions with other colleagues probably teaching other subjects, is this happening in other school subjects? Or is it only in English?

T: I don't think this is happening in Mathematics or in French because I noticed **only** English teachers discuss this point. I never heard French teachers [say "Oh, I have to set up a pair-work activity"] no.

F: Now I'm moving to the issue of teacher development. The process of becoming a teacher and you just mentioned how you needed to know more about teaching methods. When a teacher is facing this situation. If a teacher needs this sort of information, where is he going to find it?

T: The beginners?

F: Yeah beginners like you last year.

T: In the beginning it was difficult but then I asked colleagues. I found problems in my teaching first but then I found many answers in the *Stage*.

F: Do you have any examples of such situations? The difficulties you had perhaps?

T: This was with how to teach things in context. I found difficulties teaching vocabulary. I presented vocabulary words out of context and explain it out of context and this was very difficult for me and for my pupils. So during the training they taught us how to teach vocabulary in context and how to have the students guess the meaning from the context. I asked one senior colleague how to do that without translation. This was one difficulty I came across last year.

F: What was the form of help you received from more experienced colleagues?

T: I asked one experienced colleague how to teach vocabulary in context [and what did he or she say?] Since she had experience she gave me a lot of ideas.

F: And now that you have finished your *Stage*, what role did it play in you gaining experience as a teacher?

T: It was a big role. It helped a lot because the average teacher comes to teaching with the knowledge from his university education. In the secondary school it is a different type of English so during the *Stage* we were taught how to use this type of English. How to use it in a simple way to give a lesson to speak to pupils.

F: From your memory of observing teachers in demonstration lessons, what did you learn from these teachers and the lessons you have observed?

T: Well, first we had the lesson so we see the teacher teach and then we discuss the lesson and we concentrate on the mistakes that this teacher made during this lesson so we learnt how to avoid these situations in the future. One of the mistakes is not to give your pupils the answers or that you don't repeat yourself. Instead, you are expected to make the students themselves repeat.

F: So when you went to watch a teacher. Of course you needed to take note of everything for the *Cahier de Stage* but you as a person, what kinds of things were you interested in? What was the thing that attracted you most?

T: Yes, I was interested in the teacher and how she behaved with the students. I was interested in the type of relationship with the teacher. How she speaks to her pupils.

F: So you concentrated on the teacher and her relationship with the pupils and what else?

T: Yes, how the teacher creates the opportunity for the pupils to participate. How she asked questions and something else is the different stages of a lesson (the pre, while and post) Does the teacher respect these stages like what did she say in the first and

second and the time. How much time is devoted to each, etc. In general, I paid attention to the lesson plan and the three main stages of the lesson.

F: Yes and how about your research *mémoire*. You are coming to this. Do you have any idea about what you plan to work on?

T: Yes, testing. I'm thinking about it but testing. I may change my mind.

F: Yes, this is an interesting aspect. What do you think is the use of doing the research *memoire* for the teacher?

T: We are asked to concentrate not on the theoretical part but the practical. We have to rely on other people's experiences. So it is very close to the job and this brings a lot of help to the teacher.

F: So would you recommend that other teachers after so many years of teaching do some kind of research? Even if it is carried out at the level of the school.

T: Yes, this is a good idea. It gives the teacher new ideas. He renews his ideas, knowledge and if you don't carry out any research, you are likely to fall into a routine so being involved in this research may help you in renewing your ideas and methods.

F: So you think that teachers benefit from reading theory in applied linguistics textbooks and specialised magazines and things like that?

T: Yes, because we have many changes in the field so after three or four years of teaching, there are certainly a lot of new things happening and the teacher needs to know about it.

F: So may be there is a lot being written about pair and group work that you'd like to learn about.

T: Sure!

F: Now suppose the people in the *Direction Générale de la Formation Continue* asked you about what they should focus on in the FC programmes for next year, what would you suggest as topic or key areas to work on?

T: Pair-work, group-work and drama activities in class. These are very important activities for the CA and everything related to group-work is certainly worth talking about.

F: And what type of activities? Lectures?

T: No workshops.

F: And what will be the outcome of the workshops?

T: About group-work?

F: Yes.

T: How to form groups because to have a group-work activity, you don't just put pupils together [No, no] the teacher must know. This is something you learn..how to mix pupils; the 'good', the 'average' and the 'less average'.

F: If trainers were to introduce change..suppose next year they want to introduce some kind of pedagogical change like they don't want you to teach reading in the same way anymore, what would be the best way for them to illustrate that? Using theory or practice?

T: I think they're both important but I think that the practical part must be concentrated upon.

F: What would be the way to do it? What would you suggest as activities?

T: They can have pupils from schools and have someone to demonstrate the new teaching method.

F: Some trainers, and this is rare, face resistance from some teachers... Reluctance to apply the change. We may imagine this teacher never uses pair or group-work in her classes and the inspector knows about this. What do you suggest that the inspector do?

T: Yes, to prevent this teacher from carrying on with teaching English (both laugh).

F: So send her home.

T: Yes, and relax.

F: So do you think there is a solution for these teachers say I want to carry on with my own way.

T: This is a big problem with teachers with a long experience. They spent most of their life teaching with the old method so it is difficult for them to change their mind. But I think inspectors must convince them. It is very important for trainers to change their minds but I think that the inspectors must insist and convince them. I know it's difficult but may be they can convince them by showing them what is positive about this so they have in front of them pupils and teachers doing group-work and compare what pupils in a group can do and what one pupil alone can do. They see it in front of them and compare.

F: If you have someone in your school like that, what will you do as an individual? You know someone who sees you walking to your classroom carrying your tape-recorder and tells you: "What? Are you doing listening? I never do this. It's a waste of time" What would you say to that?

T: Well, I'll try to make him or her aware and show her the results of my pupils [you mean the marks?] yeah and perhaps invite him or her to my class to see how the lesson goes on. I haven't meant such a teacher so far.

F: You haven't been to a national seminar and probably haven't seen a foreign specialist at a seminar but may be you can imagine the situation. What do you think can be the role of a foreign specialist in promoting change?



T: Yes, since he is going to be at a national seminar, he is going to speak about what is happening new in the field so this is a way for the teachers to be informed. This is the role that the foreign specialist can play. For example, instead of reading a book about testing you can reach the same type of information by attending a seminar and listening to the foreign specialist.

F: You have just started your career as teacher but how important would it be for a teacher to become a PP in the long run or go to university for a post-graduate course? How important do you think it is for teachers? First, what do you think of these two different routes?

T: Yes, both of them are interesting. I myself would like to advance in my career. This is according to your objective. I personally would like to go for the university route and probably teach at university one day.

F: Some people might tell you this is not important for the teacher to be promoted as *PP* or *Conseiller* or whatever. What is your view?

T: I think that when the teacher has made a progress in knowledge and his way of teaching OK? It is related to this. Normally a PP has something more.

F: If you become a *Conseiller*, you will be teaching half-time I think and supervising teachers so you will be doing something different and completely new.

T: This is something new. This adds to your knowledge and your experience and I think teachers must work to have this..to **improve!** If each year you are teaching pupils in the end you're going to fall in this routine. You are not going to be challenged. So, to change you must do something else. OK it's in the same field but it brings change. This is important for your life as a teacher and as a person. I think this is important.

F: Well, OK thank you. Thank you for your time and collaboration. I just need to ask you about the interview itself. How did you find the questions?

T: You raised some important issues like the tension between the old and new methods which are discussed today and whether we should select from the old and the new. Also questions about the *Stage* and what the teacher learns in the *Stage*. I think all the issues you raised in the questionnaire are topical. This is what we talk about all the time in seminars.

F: So you didn't feel that the questions were too difficult to answer.

T: My answers were spontaneous. This is what I think. This is what I feel.

F: I really thank you very much.

(END OF INTERVIEW)

## APPENDIX 5.11

### INTERVIEW WITH TEACHER 6

(September 11, 1998)

F: Thank you very much for allowing time for this interview.

T: Not at all!

F: First of all would you please tell me about yourself; your previous experience in teaching.

T: In teaching? I started teaching in 1981. My first school was Habib Thameur School (a secondary school) [em] I taught all levels: fourth, fifth, sixth and seventh. The four levels of secondary school. It was enjoyable for me because I took teaching really as pleasure.. If I want to stop teaching, I can but now through experience, through time, I cannot stop [em] so, when I teach even when I'm tired, I will not complain [em, em] and I find teaching all levels enjoyable.

F: Did you teach in different schools afterwards?

T: No, I taught in X for how many years? from 1981 to 1996. My second school was Y for Basic Education. It was only last year my first experience in teaching the 8th and 9th form.

F : You taught both levels?

T : Yeah! I taught also the new 8th and 9<sup>th</sup> forms.

F: and what is the average number of pupils in your classes in general?

T: In the 9th form last year it was 30 pupils per class and 8th form 38, 39 and even 40. [for the 8th form] 8th form. [large classes!] It was very very hard to listen to individuals. To pay attention to individuals of low levels and that are not really very much interested, not because English is boring or not interesting, it was because they have a prejudice that it is a very hard language to learn and that they cannot learn it since they are not very good pupils. They have, many of them, have this idea. « How can I learn English it is hard. It is late ». They say : « If we started learning English in primary school, it could be better for us but now it is too late. How can we start learning a language at the age of thirteen, fourteen?»

F: We have the advantage of knowing other languages like French. Well, that should be helpful like..

T: Well, this year we've noticed that not all learners are very good at French [em] May be their first language what we can say they master it but not French...Many of them are not good at French and it is a problem for them, even French teachers

complain about the level of many pupils and although they've started learning it since the third year

F: I want to ask you about your past experience. Yourself as a learner of languages. I'm going to take you back to your past experience [as a student] yeah as a learner of French or a learner of English. What do you remember about the ways you were taught these languages?

T: I really admired them [em] I really find that they were efficient, even now I think they were efficient.

F : Your previous teachers, you mean ?

T : The method was very good. I don't mean only the method but the way [you were treated] I was taught Arabic or French, I feel I know many things. I cannot forget them. How come now many pupils now even when they are taught through drills or through repetition, they started learning it this week, they review it the next. This is not really a reason for making them remember it all [em] repetition is good but I feel that there is a risk and the risk is in French for example, now we have the tendency not to give pupils rules as we mean them. That is, grammatical rules why we do this, why we do that. They do not have these rules and we want them to grasp them throughout learning now. They say, « if we open our copybook, we do not have the capacity to review » [waw!] What's this we have no guideline to make us review things because they don't know. They don't find the rules stated but I find what is the tendency now in our schools. Why in our books we have at the end of each unit, we have [a review] No, a round-up session. We have a review but we have certain rules but they are not very detailed. That is, how we conjugate this verb, how to do that...If we explained this in details, [from the beginning?] from the beginning. If we have the time to explain them, to state them on the board and the students note them on the copybooks. I think it could be better but I think it is advised. We are not advised to do so now [and we were taught English that way before!] yeah, we were taught that way [ahan] I feel we cannot forget many of them. It's not only my own experience. My eldest child was not taught..is not following Basic Education, he is following primary and secondary Education, he was taught the way I was taught. He had to know all the grammatical rules in French and when he writes now, he writes a paragraph in French or English, he pays attention to how we can [be clear!] and apply the rules to writing. That is, the grammatical rules. [yeah] but if I speak about..that is, if we focus on the rules it does not mean that our way now of teaching is not good [em] It is beneficial but we should mix the two things together, we should not forget [about the past] the old ways. We should from time to time help the pupil and give him a note to make something clear at the end of the lesson and not tell him, « go back home to your books on page..and you will find the rules stated at the end of the unit » I think this is not helpful.

F: Can you remember also one of your teachers in the past; a teacher of English or French for that matter whom you liked? [of course] Can you tell us about this person?

T: I'm grateful, I think, to all my teachers and I think I cannot forget one of my teachers who taught me French at secondary school and it was 3rd year secondary school. It was thanks to her help and thanks to her encouragement that I am learning languages and not scientific matters.. subjects. She admired my performance, my writings and the way I spoke.. All this she admired them and she said I could in the future do whatever I liked in French [but you ended up in English] although I was vey good at French, I followed English language.

F: Was there anything in particular that she did? A particular aspect of her method or a particular technique that you think you absorbed yourself and are using?

T: The way that she gave the lesson. It was pleasant, enjoyable we didn't feel bored at all. and I think one of the reasons to make pupils attracted and learn a language is to make the course enjoyable [em] through games, learning through letter tricks or games. For example, now I say when I want to teach pupils how to ask questions, I give the answer and make them think of the question or give the question and make them think of the answer but making them think of the question is .. and I say «no, it isn't » for nothing! « no, it isn't » and they'd say « is it? » [ahan!] is it a room? Is it a book? Is it a table? ..and they are really entertained by this game because that way I make them review many of the new words that they know and already learned at the beginning of the year and make them always practise them and they will not forget them. So, making the course enjoyable was one way of making us admire the language. F: Yes, also was there a teacher you really disliked that you remember now as being ...

T: Yeah! always strict teachers that are always.. You feel they are always angry [in bad mood!] not in good mood and that in reality they feel they are in good mood. When you look at them, you feel that they are not really in good mood. Their learners would not dare speak or participate in class and this is what I try to avoid when teaching.

F: Yeah, you remember of course what kind of learner you were, how did you use to study for your English class? for example Out of class, whatdid you use to do?

T: I read some articles. I read some books. I completed some of them and did not complete some others but really I had to complete the books that were part of our programme, of course. Because we were always limited by time, we were always busy with our studies. We had many periods, many lessons so I read what I could find on hand and what was necessary for the course and I read part of the critics.

F: You are referring to your university studies basically, did you benefit from a stay abroad? your language training abroad as part of your university studies to England or the U.S.

T: England. Of course, I had the opportunity of discovering in real life what I had read in books in reality. I had the advantage of meeting English people, speaking with them, living with them.. but on e of the things that I missed was participating in certain activities with English people because I was nominated in an area where there aren't many French assistants and there weren't many students of Englsih of course who were of my own proficiency level.

F: You stayed for a year then? It was that formula..

T: Eight months because I had .. I asked to return to Tunisia to take an exam.. my final exam so I didn't complete one year

F: And how beneficial to you now this experience as a teacher. When you think about it now was er...

T: It was to speak... to speak about the things we need to present to our pupils. It was one way to make a difference between spoken language and written language eh.. to focus on expressions for speaking and not for writing. To see the difference in dialects and so on [yeah, slang mainly!]

F: So during the four years of the *Maîtrise* as part of your course requirement, you had to take subjects like literature, civilization and so on linguistics, comprehension, grammar, composition and so on. Which of these subjects did you find most helpful as you started teaching?

T: Of course, linguistics because the part about language acquisition whether it is language as a second language, or language as a foreign language considering the relations between teacher and learner, it was part of the main ... One of the main parts in Linguistics. Besides, in Linguistics we dealt with characteristics of English [the history] the history of the English language. So, English was very important.. Second, it was grammar [yeah!] the part about civilization was very important because we need to know the culture. There is a need to teach the language in its context. That is, civilization and history, the geography of Britain..part of the laboratory courses but that's Linguistics. The subject that was not helpful and they were additional was translation for my teaching. I don't feel now that I had the need to study translation for language learning but may be students at university need to study translation because many of them are to qualify in translation to use skill in the future.

F: Ok! I gather you didn't at that time..at university at that time, there was no provision for courses like Applied Linguistics or teaching methodology; not the methods like the GTM, Audio-lingual and so on. [No, no] What do you feel about that now? Do you wish you had them?

T: I don't think that we need to study them theoretically because it was efficient for us to learn these methods through experience. I mean, through attending lessons, « demonstration lessons » [within the *Formation Continue* ] within the FC but it could be better if we had not lessons about methodology or how to teach anything but we could introduce these future teachers and give them the opportunity to attend lessons before starting their professional training. That is, in the fourth year but at least in the last term, at least because many of the teachers and I was one of them.. How to start teaching? it was [a big problem!] I don't feel that it was a problem. I don't feel that it is a problem and I don't feel it was a problem for me because we remembered [older teachers!] our old teachers, our time..how we were students and teachers and could apply them. Another thing was..one of my previous students who completed their studies and when they were nominated asked, « can we attend a lesson with you? » and we accepted many of

them so one of the recommendations is to have these opportunities to attend lessons before they start teaching. But I don't think that theoretically they could help [the methods?]. If when we attended a lesson in school and after this we discuss problems, we learn much [you deduce what this method is and..] even now in our seminars, in our meetings we have the tendency to start with a video-taped lesson and to discuss it; not something theoretical [start from practice and generate the theory!] and generating theory, yes!

F: The question of what is it really that the teacher needs to know in order to be able to teach properly. We were just mentioning university education and so on. What kind or kinds, if we may say, of knowledge that you think might be necessary for a teacher to be able to teach nowadays in our schools.

T: We need to know our learners then. Knowing your learners, their problems and their aims is really very helpful not only knowing what is English, what the good methods are, what ... and even knowing class management. How to manage a class? How to stand, how to use the board, how to put pupils in order, how to make them work in groups, how to place them to make them work in groups or in pairs. All this is part of our [job], part of our job.

F: And even the context in Tunisia. Because you may find people who tell you, «well, in European countries, they have the equipment, and therefore, the teacher needs to know how to manipulate the computer, how to use this and that but in our context, in poor countries, we are just content with the board and the chalk.

T: That is why I am using only the board. Some many of the teachers now are using the retroprojector (overhead projector). I, from experience, I feel that using the board properly, using different colours, chalk in different colours, underlining things and putting all these details in relation; what is in relation to what, that is very helpful and makes the learner learn quickly but if we have the tendency to speak only orally or to put words in disorder on the board and to just put them there and to take notes, only notes, is really very risky.

F: Yeah! What you are saying is very important and because you know what learners .... I mean what works for learners

T: what works for learners and what works for a classroom.. class management is part of success. Ok, other than the language and the other things you have just mentioned the official programme.

F: How important do you think it is? You know that some teachers do not have a look at it, you know! How important do you think it is for a practising teacher to know what the programme is? to read it..the official text.

T: To say that they don't have a look at it..The programme before starting teaching our students is really a big mistake. It is a shame really. Because we cannot teach without knowing what is the aim. What is our aim in teaching these pupils. For example, in eighth form. What is our aim in teaching 9th form? We need to have this in mind before starting teaching. And the teachers who do not have a look at the programme that is they follow their text books. They follow their text book

only..the risk can be that they do not finish the programme and they teach in a certain rhythm and the pupils know what is presented to them and they have no idea what is the focus because they have a book. [that they take day by day], take the book as it is page after page; page 100, 101, 102 and so on and they don't finish the programme.

END OF SIDE A TAPE 1

F: Now you've just mentioned the textbooks, how important do you think is it that teachers know the textbooks. The teacher should know the programme but also you have the textbooks. For example you are teaching at the secondary level. How important is it for a teacher teaching in the secondary level now for example to know about what books are being used in Basic Education. So the importance of knowing about the textbooks in use in general not just the level you are teaching?

T: It is very important. Very helpful for a teacher to know what is taught and what the textbooks are in different levels before starting teaching his pupils. From experience, I taught 4th form and I never ... I did not teach along with the 4th form 7th form, so I did not know how the progress is in education built throughout the textbooks and the programmes. I focussed during my 1st year on the 4th form because I was only given 4th form.[Yeah] the next year I focussed on 4th form and 5th form because I was only to teach 4th form and 5th form, so I found that in the 2nd year I taught my 4<sup>th</sup> form pupils differently [better] and much better because I knew that they needed to be prepared for the next level [em em]. The best experience was to have this idea when I taught 4th and 7th form. Pupils from the 4th form I tried to make them [think that there was a 7th form after] that there was a 7th form and may be what they were using at the end of the year were going to use in the 7th form [Yeah]. Any teacher needs to have a clear idea about the different programmes at different levels and an idea about the programme.

F: I said there are people who are teaching at the secondary level and up to now haven't seen the 8th and 9th form books. What do you think?

T: There are many and not even the ones teaching 7th form. Many of the teachers do not feel the need to have a look ,even a look let alone to read the different books or to see what is going on in the different programmes which I feel is necessary. The second remark when did I feel that it was really necessary to, from experience and when I prepared for my last certificate [em em] I felt the need to cover [you went for the PP?] Yeah, I went through the PP examination so I had a look at all these books and it was really easy for me because I taught different levels and I had the opportunity of the last level. That is the 8th form before I taught it. They were different things .That is , I started with 4th form and then 5th form then 6th form then 7th form.... the experience that I disliked most was when I had to teach only one level and that was when I taught only 5 classes of 7th form [Oh yeah?] which was very hard [a big responsibility] very hard.

F: Thank you for these explanations and insights eh.. Now again going back to the question of knowledge for teachers what we call « pedagogical knowledge ».In

terms of pedagogy, is it important you answered part of this question a moment ago... what is the importance for teachers today, suppose, graduating from university to know about the Communicative Method, the Grammar Translation Method, the Audio-lingual Method and the characteristics of each?

T: The importance of knowing them because they'll need to apply them. You can't stick to one method [you think this is happening in Tunisia, is this a need?] eh there is a need. The method is said now to be communicative but I feel there is a need from time to time to apply other methods especially if we have a look at our textbooks [Mm] in some cases in some lessons in some units we feel the need that such a lesson can't be applied using anything other than the Communicative Method. So we need to, as I said the best way is not only the Communicative, Grammatical, Structural, or ... it should be as it is said 'eclectic' choose everything from the different methods.

F: So to do that, you have to be able to master the techniques and procedures [Of course] related to all these.

T: Of course, procedures I think are not.. we should not be.. I don't think that we can learn them or we are not.. they are not dictated to us or we must use this or we must use that because, for example, in the structural methods there are different [stages] stages. We may stick to one stage and skip another [em] the same way in applying the different methods. We take one stage from this and one stage from that and apply the different things which is very hard with large [classes] classes.

F: So you support the idea of being 'eclectic' that is [yes, of course !] and your understanding of it is?

T: The use of different methods in teaching language, language acquisition applying what you think the best is [for the learners!] for the learners. That means giving a lesson depends not on certain theories, it depends on the learners and the texts you are given. It depends! Taking two classes, preparing a lesson can be.. can have two preparations. You can have two different ways of..

F: So what is your reaction to somebody who would say, « a teacher must be committed to one method and stick to it »

T: I think he can't do it [em] because as I said it depends. Giving a lesson depends on many things one of them.. It depends on the kind of class, large or small.. It depends on the kind of learners; fast or slow learners. It depends on their intelligence.. it depends on the lesson. It depends on the time.. timing. It depends on the programme because we are.. even the programme can be a factor in this.

F: Yeah! I imagine even teaching the Baccalaureate, you have as objective to prepare the students for the exam [which is part of it] part of it! [it has an influence] Now I am going to ask you a question about your colleagues. You probably had previous experience with observing your colleagues in action in demonstration lessons and so on.. and after observing one teacher for one hour or so and said : « Ahan to day we have seen a competent teacher! This teacher is competent! »



T: To say that he's competent. I can say that he's competent because he was able to make his pupils learn what is meant to be learnt. That is, we feel by the end of the lesson that the students participated well, understood everything, almost everything with no difficulty. In such a way we can say that he is «competent». His competence depends on his pedagogy and not theoretical knowledge only.

F: How important do you think it is. Ideally speaking and generally speaking, .. how important is it for a teacher to be in accordance with his..in harmony with his trainer or inspector, *Conseiller Pédagogique*, whoever is the supervisor?

T: That's the ideal thing eh..and it is I think it is very helpful for him to continue his career and to go on with his teaching but if we feel that there is disagreement, I think, things will not go well for that teacher [em] and even for the pupils Why not,? B,ecause this will have an influence on his way of teaching. One of the things, I may imagine , because I did not have this experience or I didn't meet with such things. I didn't hear about such things, people not in harmony. It is very rare! but I think he will not be at ease even when teaching, I feel! [yeah] that will have an influence on his way of teaching, on making his pupils understand there is ... things will not go well..things will go wrong.

F: At another level, the teacher is also in contact with other colleagues in the school. You are six or seven people in the same school or four or five depending from situation to another so you have sometimes different ways of dealing with pupils, different ways of approaching lessons and so on. How important is finding harmony among colleagues also in the same school at least.

T: Of course, it is very important to work together [yeah] to have ... to get help from our colleagues. To get help either in pedagogy or in material or anything. It is very helpful and it is very good. But the problem is that ... through my experience..I didn't feel I had... although we work together sometimes only and not for a very long time that we work together. There is a tendency that each teacher has [to protect himself] to work on his own but the only time and we work together..The need to work together is only felt when we have a test. Do you have this [preparing a test] cooperating for a test, cooperating for devoir..seeing what he has got for material so that sometimes it works well. Sometimes it doesn't work well [yeah, because they are little thing like. Some teachers, for example, are more tolerant than others. They tolerate things like using translation..words in Arabic or explaining directly in Arabic,others go as far as giving the test questions beforehand] These are the reasons why they don't cooperate? [No examples of the lack of harmony] I don't know because sometimes we feel it is not thinking about harmony.. If there are no quarrels, no hatred, [no confrontation!] but there is a tendency to keep to themselves, [be in isolation] working on his own, having the material for his own lessons preparing everything on his own. and it is only when... some do not even dare to ask you questions [being too proud about it] May be. May be he dares not placing himself too low [self-image] but it is not that there is confrontation or lack of harmony because we greet each other every day, have coffee but **work** [is something individual!] « how do you tackle this lesson? » we don't find such a question in the staffroom [em] «How did you tackle this lesson? » It is very rare ! [And you have a long experience so ...] from my

experience when I asked my colleagues « how do you do this? » « there are many ways to deal with it » (laughs) and he does not say what is the way that he thinks is good. Honestly saying, it wasn't to trick him or anything but I honestly found that there was a problem in the lesson [Yeah Yeah] so I tried to cover it with help from a teacher. Another thing, it would be beneficial if colleagues are ready to observe one another teaching a lesson and try to point out one another's faults.

F: So what can be done so that new habits are installed in this way.

T: It is not a question of introducing something or..it is only when we have the will to change... to change oneself..to change one's ideas.

F: Now talking about the change in teaching from the perspective of the new programmes and the shift in methodology we are living these years what do you think from your experience you taught with *English for Modern Life*. You taught with *Communicate in English*. You taught with *Say It in English*, and *Spread Your Wings* for the 9th form [9th form is *Say it in English*] and *Spread Your Wings* ? [Oh it's for 1st year secondary school I haven't got it yet] I heard about it as well [I've asked for it and I haven't got it yet] So through your experience ... you lived this change pedagogically.. What do you think is the role or the impact on learners of the use of group-work, pair-work, problem-solving activities, discussion group and so on, which were introduced through the shift in methodology? Did you find that they contribute to the learning of the language? How did you live the change ?

T: concerning group-work and pair-work, pupils like it [they love it!] they enjoy it but they take always the opportunity to discuss between themselves and to let everything aside . Only the good ones [ehm ] benefit from it and continue ...and work seriously and take advantage of the questions, of the answers, solving the problem and so on but the weak ones are disinterested [they go with the flow and...] They take the advantage of having different things and go astray and to speak about things that are opposed apart

F : What do you do in these situations?

T : What do we do? We have a problem. We really have a problem and this is really a problem that we always complain about to the inspector and we say first of all there is noise. There are people [moving around. No?] No, I myself do not [encourage that!] allow that moving from here and there. I, from the beginning place them four together. If I feel that I need to change some from their places, I change them but I don't allow moving around. From here and there because pupils misunderstand the method [em] They misunderstand the method and many of them..You can hear them. If you ask some pupils, they say, «it is not a lesson..or it is not learning..it is not this English..It's really having nice time » [em!] Some say as many of them said before, «it's not learning a language, it's having.. being instructed. If you are instructed, if you have certain knowledge, you can manage any test in English [waw! em] from here and there.» [so there is underestimation!] underestimation? [of what is required] Of what is required, may be, but not of what is the language [em] for only the ones who do not understand it

underestimate it [yeah] but about group-work I repeat and really stress that, only the good ones benefit from it.

F: And what is the trick? What makes those good ones benefit and not the others?

T: The good ones because [what about these pupils?] If we say they are good pupils that means he's serious. If he asked to do a task, [disciplined!] he does it as it should be done and as he is instructed to do it [yeah!] but those who are not good ones, that means that they are [weak in English] they are weak in English. They don't want to try hard or..but they try to understand it but they do not speak English [Arabic] but Arabic or French. They try to explain things to one another even in other languages and use it. And when they produce things in written form, we see they make many mistakes [em] eh..but it is advised. Why we are trying to apply pair-work and group-work may be to accelerate the course. Second thing is that we try to... The Communicative Approach is introduced because now the needs; our needs are not really to make pupils write but to make them understand and know how to read even if they do not produce things [which are correct] which are correct, we say that they are managing things well.

F: Ok! Another aspect that is being encouraged through CLT, is the stress laid on interaction. In what way do you think interaction enhances learning, from your experience. The more they interact, the better they will learn the language or will be able to interact and speak together in class,..or with the teacher or .. whatever the pattern of interaction employed; interaction learner-learner, learner-teacher, teacher-learners and so on..

T: We feel this is may be beneficial for them because they tend to help each other and to correct each other's mistakes eh... and when they are ready to produce one for another. It is when the friend doesn't know how to produce things, this friend is going to help him and here the pupil is not really ashamed or may be fearing anything because when he asks his teacher, he feels that may be his teacher will say: « Oh he doesn't know anything » and give him a bad mark or anything eh.. but then.. but when he asks his friend and his friend corrects him,..Interaction in the classroom or in group-work that's a second thing. We have a reporter. They always choose someone [who is already good!] Who is already but sometimes when you try to focus on the weak ones, you get no results [em yeah..yes!]

F: There's another aspect I'm really interested in is the idea of learner autonomy. That the learner at the end of the day is going to be independent, autonomous learner. How important is it in your opinion considering the context we live in in our society, How important is it for teachers to concentrate on or to have as objective producing autonomous learners.

T: It is very hard. First of all, for us to produce this autonomous learner but if we take it from the first steps of the lesson, you can get it.

F: What strategies would you suggest that are likely to produce autonomy?

T: I think that when you take them at the first stages, explain things and putting them on their guards « Be careful! I will not explain anything! » to them. The next

things that are said are going to be repeated throughout the book, throughout the lessons. This is our method so you put your pupils on their guards. From the time they know their responsibility. For example, many of my colleagues were surprised when I said in a demonstration lesson I gave last year, I asked my pupils to take the books and said, « Go on we are going to do task 1. I don't know any word » [without a presentation stage?] No, no! [without pre-reading and all this stuff?] No it is not with no pre-reading presenting a certain context but giving them task one. They read the question, they do the exercise and then we correct. I do not interfere [em] That is, after two or three lessons before that I always tried to help them and afterwards I took and I said « I will not explain anything neither the questions nor anything » [em] and they did it very well [yeah, so establishing habits like this on everyday basis] although some of my colleagues said how can we have such answers and most of the pupils answered well without receiving the instructions. Many of my 9th form pupils I had to explain everytime the instruction Why? They are used to being given everything and what they're asked to do. What have they got only to produce...

END OF SIDE B TAPE 1

F: So that was a good illustration of how to foster autonomy in the classroom. How about autonomy outside the classroom. What would you suggest? You want them to go home and to learn even more English on their own.

T: To say the truth, they are not ready to learn more. The number of pupils more than what is given in the classroom is very restricted. This what I feel because...but those who are ready to learn more, they come and ask you, « what can I do? [allright!] which books do you recommend? » Unfortunately in Tunisia, we do not and may be our town, we do not have material for low levels; low-age learner-, We have only those students at the university who can take advantage of newspapers, magazines and so on but low-level learners do not find anything. Second thing, even if we take short stories [yeah!] in bookshops or in libraries if we find them, the story they know it [em] We do not have That is, anything to surprise them. They know the story or because they are presented on TV as cartoons and so on. But the problem is how to read it because in those short stories the use of ... the main use is the past tense and learners in Tunisia, they come to learn the past tense only, at the end of the year if they complete the programme. What about the ones who do not complete the programme ?

F: Ahan! yeah,Ok! Another question related to your experience probably throughout your,experience. Throughout this change in programme, did you notice that learners are expecting a different role from the teacher now? [for example?] What your learners expect from you as a teacher.For example ,that you explain everything that you write the rule on the blackboard, that you give them an oral test in the beginning of each lesson...Did you feel throughout your experience that the learners are expecting something different now?

T: No, ehm! I don't think so. I feel that students in Tunisia, learners in Tunisia have the idea that when they go to school, they are given everything! [spoon-fed]

and they are given enough in school. They do not need anything else ! [and it is for the teacher to do this] and it is for the teacher to give them that. I won't say that they have the idea to .. but at school, they are expected to learn [and to receive!] to receive what is necessary nothing more. Many of them do not have..do not feel they have the need to read [ehm!] books or stories or magazines [or use the dictionaries] Even dictionaries [it is for the teacher to provide them with explanations] but now to explain even if they have the feeling and that the teacher will explain everything to them and everything is explained, we feel that pupils now are using dictionaries more than before and more than necessary [oh really!] and for every word. [and they are using bilingual dictionaries?] for every word that is new for them, they have to use the dictionary and even if the teacher is concentrating on explaining one item, one item we feel that pupils at the end of the classroom is looking up this word in the dictionary [and those are bilingual dictionaries!] Bilingual; either Arabic-English or French-English. We have an English-English dictionary and it is only this year that we've got one. I do not advise them to use them.[ I gathered you don't agree with translation (laughs!)] I do not [if one day they have the GTM as a new method, I think you're going to give up!] May be!

F: The next theme is the idea of 'teacher development' We were talking about the FC a moment ago and were talking about the development of a teacher. Now how do you understand it yourself when we say 'teacher development' or a teacher develops? In what sense do you understand it?

T: Changes. Tries to always make progress. Tries to change his way of teaching and not to stick to his own ideas. For example, preparing them for old lessons. For old lessons you prepared years and years ago and you're using over and over again [until the paper turns yellow! or ripped on the sides!] A teachers needs to develop and change his way. Change his method, change even his idea about pupil-teacher relationship. [em] learner-teacher trying to have new ..gather new material and review his documents, having certain things that are in order; not to stick to his old papers. He has to read articles of critics, magazines, read about the new techniques in teaching and learning. Very interesting! We had a seminar on that [Oh Yeah?] It was very interesting.

F: Thinking also about your experience from the beginning, the teacher as a beginner..What are the things he has to learn as he progresses from first year to second year especially the first years. What is in particular, do you think takes much of his efforts]

T: The need of the learner [finding out about the need of the learner!] the learner makes the teacher change. [Focusing on the learner!] yeah, and my be the focus on the programme the focus of..for example, the focus of the new programme is.. Although we need to integrate the skills, I think may be there is a focus on one thing more than another. We cannot focus on everything in the same degree. For example, we are going to focus on reading, speaking, not writing, for example. So, this is going to make the teacher change his method, try hard to look up at different things; new methods

F: So where is the teacher going to look up these things? What are the sources of the teacher's help. You said he need to learn about his learners, the relationship between..find new materials, etc. What is going to be the sources of his learning?

T: Well , he can learn from experience first of all and this is the most beneficial way and he can learn new things from magazines, new articles [specialized magazines in applied linguistics] . For example, there are many articles that are related to teaching new method; attending conferences, attending seminars..there are many ways, I think, but even if things are not available that means articles or any.. or if it is very hard for him to find them since it is going to be different in different places. I do not speak about myself in a big town, but the experience of teachers in different areas, experience can also be beneficial. The relationship and the programme is going to be helpful.

F: For example, when you have..You were talking of your ex-pupils who became teachers and came to you to observe. so here the importance of senior colleagues in the same school or people with different experience in the same school. Can they be considered a source of learning?

T: They both learn from this. That means new teachers and senior teachers .Of course, they can learn because [I think they do!] They do but I think it is not only the Junior who learns from senior even the senior teacher can learn from this.

F: I know. I heard that in the regional seminars, Journées Pédagogiques..you have group-work among the colleagues and you have mixed groups; the experienced and novice teachers and so on. In that sense you find that you learn from younger teachers [ yes, of course, because they have new ideas and may be they are eh ..really motivated] more enthusiastic! [they want to try new things and why not change after certain years..if we get advantage from them why not?] that means it is not only the senior teacher who is going to give help to his junior colleagues. It can be [both ways!] It can be both ways.

F: How important is it for teachers after being confirmed. You know they have those two years of *Stage* and people are *titularisés* so afterwards they do not try very hard or at least this is the picture I was given. What would you advise those teachers to do to develop?

T: To apply oneself. I think teaching is a hard responsibility. We cannot take it as easy [as a routine!] as a routine. It is very important and if we apply ourselves, trying to apply different things. That is, reading, attending seminars, conferences, asking for the help of colleagues. Why not? Is going to be very helpful.

F: From your memory again, recalling your experience as a *stagiaire* during those two years preparing the *Cahier de Stage* , the *mémoire*, etc. All this system in place. What role did it play in your development as ateacher?

T: I think our *Stage* was helpful. The two years (that is, one year for me) are very helpful. And of attending demonstration lessons, attending those discussions and those demonstration lessons. Applying the advice given by our inspector. Our

meetings during which we exchange ideas about teaching and review our knowledge already acquired and get up-to-date information.

(BREAK)

F: So we were talking of the *Stage* and its role in learning to teach.

T: I think it was very helpful because it is through these lessons that we had help from our inspector. We get new ideas; not only helping about the new ways, but the different ways. The methodology of teaching; having a general discussion after the lesson and imagining for example, how we can deal with it in a different way; how is it feasible in a different way. [what can be the alternatives] yes, this was very helpful. Why not!. We cannot...

F: and remembering the research *mémoire* which is the first type of research a teacher does. In what way do you think it was a good learning experience for the teacher?

T: It depends on the subject-matter of the *mémoire*. Some subjects are related to the pedagogy.[practice] Some related to theory, depending on the subject-matter. The subject I was given was the question of the relation between book I and book II of *English for Modern Life* trying to see how the move was ..Is there a smooth transition or not between the two books, and what was the impact of this. I think this was not related to teaching properly; that is, the pedagogy but it was about trying to discuss a programme [curriculum design] designing a programme [but I know that nowadays, the topics are mostly practical] It is different I think. [yeah!]

F: Generally speaking, how important do you think it is for teachers today to carry out research on regular basis. That every year you have a topic that you are working on.

T: depending on what topic [of practical order like this, identifying an area of difficulty] I think it would not be very interesting because if it were every year, I mean it will be repetitive [em] and we feel that the problems everywhere are the same [em] That means if we.. May be! have .. This not only through research but, may be, through a meeting, could be discussed [also! yeah] through a meeting see what the problems are throughout this year that could be avoided next year eh...this is, may be, we do this not after the year because we have an idea about the books; our textbooks, the programme. We always have such discussions and such remarks throughout our meetings with the inspector, but I think having it as a research will not be very fruitful [yeah!] because it is repetitive and the main problem; one problem is that can be avoided is not only at the level of the teacher [Oh yeah! so the other levels; the learner?] No, I think it is at the level of the programme. It is really having [to finish up this programme ..demanding programme!] demanding, long programme, eh.. For example, if we take 5th form, *Communicate in English* book. We feel the student needs to learn in the 5th form almost all the grammar rules in English after one year of English and not really the book, there is a great difference [discrepancy!] discrepancy between the two

books; complicated, long texts eh... many grammatical structures; very, very long. So, one of the questions that is always going to be repeated and discussed is the programme, the programme, the programme.

F: But the argument for that is saying that when teachers are going to be involved in carrying out research, they are going to be reading more! The more you know applied linguistics textbooks, gathering information about..

T: So one thing behind this. We are not interested in the result of the research, but pushing the teacher to read. [I don't know...I mean, some of the reasons given] reading is one of the factors of teacher development [em] teachers interested in development are going to read whenever they have time.

F: Now in the present situation that we are living in our schools, what did you notice about the link; about the *Formation Continue* programmes. And this change in programme, what is the link between the two? [the meetings] yeah. In what way the FC as a programme and as an institution can meet the need of the teacher arising in this situation? It's been going on for some time.

T: Of course, our meetings are always conceived in one way to discuss the different points of the programme and our methodology and our programme [the change!] focussing on the change; trying to see how we can apply this method and having a clear idea about the Communicative Approach. What is the Communicative..

F: So if the people at the *Direction Générale de la Formation Continue* ask you, « what should the focus of future training programmes for the next year ? » What would you suggest in terms of content? What should be the focus of the year?

T: Reading and writing [teaching reading and writing] in relation to the Communicative Approach. [because you think that it is really a need now?] I think **that** is the need now. The strategy; our strategy. We need to develop learners' competence in reading and understanding [em] and if they read, they can speak [yeah!] but if they can speak! Sometimes they have difficulty in reading and understanding; developing reading before...and , may be, this is going to have an influence on speaking. Again, if we focus on one idea or skill we can't neglect the other skills- all the skills are to be integrated.

F: So have you.. [even pair-work, even the focus on pair-work and group-work in large classes] showing.. Do you mean.. Do you recommend that they concentrate on theory or on practice. What approach would you recommend?

T: Show how through demonstrations; video-taped lessons..But I recommend also that it can be done in our context because from what we were shown last year. We were shown classes in Britain [the NILE tape! It was the Norwich tape?] in Italy, in Spain [second language contexts or foreign language contexts? In Europe it is foreign!] teaching English as a foreign language or a second language [well, in European countries, it can be second. They call it Modern Language Learning. In seminars you mentioned a moment ago the 'teacher development ' seminar. Was



there a foreign specialist? [yeah!] What was the contribution of foreign specialists in these seminars; What is their contribution?

T: I think it was good but I think the Tunisian contribution was very good.

F: The trainers produced something. [It was the inspectors; two inspectors..Tunisian inspectors] and this was very good! and if trainers were to introduce change, they are now introducing change and helping implement pedagogical change and they find resistance from some teachers; not all teachers hopefully. That is, resistance, reluctance to apply the method, what would you recommend that they do with these teachers? [sorry! In relation to what?] A reluctant teacher who would say to the trainer, « yes, what you are saying is very nice, but I have my method and I'm not going to change! » In that situation, what should the trainer do?

T: (Silence and smile) I think they can't do anything [in the long run] He let him do what he likes..Would he be more reluctant than him? I cannot see what the reaction can be.

F: And how about individual teachers at the level of the school? Can they do something about it? Individual teachers at the level of the school. Do you think they can do something about it? Say, you know, there is a reluctant teacher Mrs so and so is stubborn; doesn't want to change, doesn't want to do anything about it.

T: I think this can only have an impact on how we view this teacher but only that he won't be well-estimated by the rest of the team. That's all!

F: The very last question is about the concept of career advancement of the teacher. you mentioned a moment ago that you went through the *Professeur Principal* exam. We know what the chances are in our context; you can be a *Conseiller Pédagogique*, to be a *Professeur Formateur*, to be an inspector. These are the usual routes er..

T : Well different routes are open and opportunities are various but many teachers don't choose to follow these just because the results of the exams or 'concours' they take are not encouraging. Many teachers sit for a PP many times and many of them give up before getting the certificate. Many teachers follow the usual career advancement known to be part of the teachers' status.

(END OF INTERVIEW)

## APPENDIX 5.12

## TRANSCRIPT OF INTERVIEW WITH TEACHER 7

(September 17, 1998)

F : Thank you very much for accepting to answer my questions

T : You're welcome !

F : You really had short notice so thank you very much. The first part of this interview is.. We would like to know about yourself as a teacher your previous experience, etc.

T : Ok ! so I would like to introduce myself in this way. My name is XX. I've been teaching for four years so far. This is my fourth year and I'm still teaching in the same school by the way. So I taught different forms, by the way, starting from the fourth form to the seventh forms. [Within fourth years you had to teach ...] the four levels [in the same year or you had to teach different levels each year ?] First year I taught, if I remember well, the seventh and the fourth forms. It was really difficult for me [to deal with one end and the other !] Sometimes I had to teach basic English to fourth formers, and, you know, [then go to seventh form and it's another world !] Yeah ! [ahan] In my second year as a teacher, I had the fifth and sixth formers.

F : And what is the average number of pupils in your classes ?

T : For the seventh formers usually around 37 and for the fourth formers ; for beginners usually 39-40 maximum.

F : Your administrative status. Your PES and have been confirmed (*titularisé*, etc).

T : Yes, two years ago !

F : Have you had experience with the 8<sup>th</sup> form.

T : No, I just had a look at the books. I didn't actually teach it.

F : Now I'm going to take you back a bit to your experience as a learner [em] we all learned French and then English and, may be, you learned another language.

T : Yes, German but just one year. I had to stop because I didn't have really the time for it.

F : So what do you remember about your experience as a learner of languages like let's say English or ...

T : Well, I started learning English in the secondary school like most pupils in Tunisia do. And I remember for the first year, we had a teacher who is from India. His accent was a little bit awkward so it was a little bit difficult for me to follow up in the class. So, for the first year, I really had difficulties, you know, really to

er...[cope] the next years, I had good teachers. Right ! The one I had in mind [what do you remember about the ways they taught you English ? what kinds of books were they using at that time? *English for Modern Life* ?] Yeah ! we had one teacher who would stop us at every mistake we made and remember very well the 's' for the singular pronouns. We were sometimes punished for that. So ... (interviewer laughs !) [he made you pay 100 millimes for every mistake you made ?] Not really ! but he made us do a homework or something like that. We were really afraid of making mistakes so every time we spoke in class, we tried to be grammatically correct.

F : So that time you liked that or you panicked ?

T : Oh! let me remember, it was like an obligation. It was a class context. If it comes to vocabulary the thing that really helped me in picking up a lot of vocabulary.. I really loved music so I used to read the words of the songs and everytime I used to come across new words, I would check their meaning in my dictionary.

F : So you learned by yourself ! and do you remember some aspect of the method that they used in class the fact that probably there was no pair-work, group-work.

T : No, that didn't exist at that time. Really, the teacher was giving a lesson and we were passive listeners [ahan] a few vocabulary on the board and a point of structure and the lessson was done.

F : Em so what did you feel about that ?

T : There wasn't much speaking by the way.

F : Not much speaking! so what do you feel about it now. Would you feel that if you had it, you would have learned English better ? if you had pair-work, group-work, etc.

T : Certainly ! If I had a chance of speaking certainly!

F : But in the Sousse area, there is normally no problem with trying your English with tourits outside!

T : Eh...With the tourits (laughs)

F : Did you do that ?

T : Yeah, sure ! I worked even in summer vacations in hotels as a receptionist or sometimes I helped in the bar er..

F : And then was that an opportunity to use English ?

T : Yes, certainly... I really learned much especially the everyday English.

F : Yeah, yeah I was going to ask you what kind of learner you were. You answered part of the question really. What did you do to work for English. Your English class ?

F : You know you were listening to songs and that was a hobby. But studying for English, what did you do? You mean when I was a pupil?

T : Yeah! I did not do much you know? I did the homework that the teacher gave us and that was all [so you weren't that hard-working!] No, I was just an average pupil.

F : Really? but you had lots of opportunities out of class so you didn't feel the pressure! Did you have good marks?

T : Yeah, but that came a bit later! Probably end of the 6th form.

F : When you went to university to specialize in English. You had this opportunity to spend some time in an English speaking country. So you went to Britain, didn't you?

T : To Brighton.

F : And for how long?

T : Two months.

F : And how many were in your group?

T : About thirty and I stayed with an English family, by the way!

F : Thinking about this experience linguistically, in what way did it contribute or to did it contribute at all! We assume it does that's why a lot of money is spent on it.

T : Well, it was an opportunity, you know to live with an English family this really brought me a lot. The lady I stayed with had two sons who were my age or probably a little younger so we became good friends and I had the opportunity to talk with them and [of course you spoke in English all the time!] yeah, and when there were new words that came up so I asked them to explain, so they were really very helpful but talking in a class context; the training course was [oh yeah, you had courses there] they really brought me a lot, yes.

F : That was beneficial! so when you teach now, are there things you learned during your stage that you use as a teacher everyday!] Yeah! probably some of the handouts I brought about phrasal verbs [em] because most of the time pupils have a difficulty with phrasal verbs. So some of the handouts I got at that time were really helpful! [em].

F : Now, thinking about your university studies; the four years. What courses you had at university have you found was most helpful to you as a teacher later?

T : I wouldn't say literature because this was a very broad subject. Probably ELT that is er..

F : linguistics ? And what about it? which part of it that really helped you as a teacher?

T : Eh...some of the lessons about the teacher's role. How he should supervise the class? How he should handle the class in difficult situations, ..

F : **That** is something you had in the *Stage* when you were in England?] Yeah, as well [that was one of the courses because at that time, they didn't have it in the English department; a course in Applied Linguistics or TEFL methodology? [just a brief introduction] Yes, about audiolingualism or behaviourism and so on. You went to Manouba right?

T : Oh, no! I went to Kairouan.

T : Oh! Kairouan yeah. So at that time they introduced a course called Applied Linguistics ? F : Yeah, Applied Linguistics.

T : Because, I think, Kairouan was one of the first departments to introduce change in that way!

F : I think so probably! I don't know, yeah. So they told you about the different methods like the Communicative Approach [yes, the Audiolingual Approach] and how helpful did you find that course when you started teaching?

T: Well, at first it was all theories you know but again when you come to put them in practice, It's so difficult, you know? Probably, I would take some things from different approaches. [Yeah].

F: So when you started teaching. When you became a teacher the first two or three weeks. What did you feel? Were you ready? or was there something missing?

T: I was scared. I was really scared but I got used to it. One thing a teacher should learn to do is the way to handle his class from the first moment, yeah. That's very important. Otherwise, there's no discipline. You cannot teach a word.

F: One of the things that we are almost certain about is that at university at least we prepare the teacher in terms of this knowledge of the language. The subject that he is going to teach; that is English. In your opinion as a teacher after your four years of experience, what does that Knowledge consist in? I mean what do you need as a teacher of English when it comes to English.

T: Well, probably we saw plenty of things at university but when it came to teaching, you were not going to teach Faulkner or Hemingway or stuff to kids who are fifteen or sixteen years old. Probably a little bit of history is useful before you start teaching 7th form. What else? Linguistics was really helpful for me.

F: To be a teacher of English, you must be 'good' at English. Now how would you qualify that? What is it 'Good' at English? I mean when you meet teachers from different parts of the world and you listen to them speak in English, you'll see a big difference in the levels of English. This is an acceptable level here. That's an acceptable level there. What is the 'acceptable' level in Tunisia?

T: I think you must be a fluent speaker. You must be proficient you know?. No mistakes! you should have a grasp at least of the everyday language. Eh ... but it is not that much necessary because we are teaching rather formal English. You know it's a problem because after four years of studying English at school. What I noticed myself was that people are not able to speak English even though they have studied it for four years. [Yeah!] because they were learning during that time rather literary

English. [Even with the change, the new programme, *Communicate in English*. It implies Communication.] I'm rather more satisfied with the new textbooks that have been issued lately [the 8th and 9th?] and even [1st year book] I'm going to teach with it this year look here "full of pep" (laughs!) I like this!

F: Ok! other than language, what are the other things that a teacher needs to know related to his field; related to being able to teach properly? Appropriately in our context?

T: Well, a good grasp of English, as I said, is [essential] really essential. A strong personality [em] let me have a pause and think about it for a minute! (laughs!).

F: Other than the language what are the other things probably that are important for the teacher to know so that he can function and teach appropriately in a school in Tunisia? In our context, that is.

T: I think besides he should also know how the administration operates. This is important! and how often he should test his pupils in a term, a semester what so ever. Probably his pupils' expectations; what do they expect to learn? eh... What else!

F: Probably how they view the language? What language is for them; for the learners. Do you generally ask them about things like that?

T: In the beginning of the hour [the year] of the year yeah!. I just give them a chance to introduce themselves in English and ask them a few questions like [why do you want to learn English? what are their reasons in general. I've been away for some time. Away from schools (laughs!). For some pupils they say, as it is mentioned in the official programme, it is a way to communicate with the outside world!

F: How important is it for the teacher as well to read the official programmes? The National Official Programmes!

T: Eh... Right! I think it's essential. It's helpful..otherwise I don't know how er..

F: Have you read the last programme text? I think in 1995, they started the programme for *Say it in English* and you have in 1992 another one for *Communicate in English*. Did you read the programme for that one?

T: Well, for *Communicate in English* I actually taught with the textbook but for *Say it in English* I had an overall look (pointing to the textbooks!).

F: Do you see any transition between the two. Any change?

T: Yeah, certainly in many ways. In the new textbooks they focus a lot on functions.

F: How about *Communicate in English* wasn't the case?

T: No, I don't think so. A lot of focus is put on functions.

F: But in *Communicate in English* they still have the structures how did they handle the grammar in *CIE*. That is, in each lesson, we have to pick out a grammar point and

elicit it with examples on the board.

F : How important is it er... I have seen you've been using only *CIE* but I see in front of you the *Say it in English* textbooks and even the latest one *Spread your Wings*. Why did you feel the need to buy them and read them?

T : Well, to be up-to-date because they were really different from other editions. From the third page, I see they are different from the third edition. They are different; absolutely different.

F : So starting from next year, you will be getting pupils coming from the 8th and 9th form.

T : And they would be much, much more prepared with this new book because they have been introduced to English for at least three years.

F : So you would suggest, like, if you have somebody teaching now only 7th form in the old secondary school and there are many teachers just like that, would you go and tell them they have to read the 8th and 9th form book?

T : Yeah certainly because it's really a very different experience!

F : And if you have somebody teaching the 8th and 9th form, would you tell them to go and read *CIE* ?

T : No, no, I couldn't say so.

F : Why ? Because it's disappearing ?

T : Yeah ! (laugh !)

F : Ok ! here again the question of knowledge. What is it that the teacher needs to know in order to... [Before that I just want to put a small remark concerning these two books, is that the programme is too long. I think for beginners there should be just a little initiation or introduction [em] to English. Because if you have a long programme, the pupils will be put off] really ! there is too much load !

F : Again coming back to this question of knowledge. We've just mentioned his knowledge of the language, and so on the context of the school, his administrative context, his obligations as a teacher. Now what we call 'pedagogy'. What would you consider pedagogical knowledge ? what is it ?

T : Well, pedagogy for me is first of all having at least, I would say, an idea about the different methods used for teaching English. You know like the Audiolingual, Communicative whatsoever but I think you shouldn't stick to one of the methods but you should rather be, you know, 'eclectic'; taking the best of each and try it with your class. It could work with this class but it might not work with that class. Your experience, the different way of presenting, you know, and...

F : But in the context of Tunisia, we know that the books are, if they are not 100% Communicative, they have a Communicative orientation and the way we are testing English at the Baccalaureate has got a Communicative orientation. So here the

teacher in his pedagogy is going to emphasise the Communicative method.

T : Yeah ! certainly otherwise, you would be out of ...

F : So when you decide I'm going to use this technique or this technique when teaching today. What are your reasons for doing this ? How do you base your decisions ?

T : You know from my experience because it works best [em] or it works better than another method.

F : You said you choose from one method or another so you would be for being 'eclectic'. [Well **that** is better than sticking to one method and missing the point]. So what are the typical techniques that are taken from more traditional approaches, that you resort to nowadays.

T : You want typical examples [yeah !]

(Pause to show lesson plans!)

F : So, an example. You resort to certain techniques ... options offered for the teacher that if an inspector comes to observe you, will probably not be happy and say well, it is not Communicative.

T : One thing I can think of is the use of phonetics because there isn't much emphasis on phonetics but I believe that pronunciation is very essential to speakers. [So putting the phonetic symbols helps !] sometimes while introducing a new word, I would write it [the whole word] the phonetic transcription of the word.

F : In what way do you think that helps the learner also to learn how to pronounce !

T : Right ! Just to speak correctly !

F : So when they go home and forget how it was pronounced in class, they can reproduce the sounds by themselves.

F : What would you say to a teacher who tells you. Well, I am committed to one method and I'm going to stick to it. I'm consistent.

T : (Laughs !) I wouldn't say anything to him but deep inside I'll think he's really narrow-minded and is not of much help to his pupils. [Em yeah !].

F : The relationship between the trainer and the teacher in his area. We know that in our system in each area there is an inspector. The inspector is the mediator really between the Ministry and the teachers so the trainer's role really is to help implement whatever is the official policy. Now how important is it for the teacher to be in agreement with this trainer ? Trainer here can be the *Conseiller Pédagogique*, the inspector ; anyone who is going to judge his teaching as well ! [his supervisor !]

T : You know eh..



F : So being in agreement with the trainer. You know you may not agree with certain aspects of what he is saying but this is the system in Tunisia. So what is the ideal attitude of the teacher in this situation?

T : You know. The best way I think is to be in agreement with your trainer otherwise you'll have problems in class.. and usually inspectors have a lot of experience so they don't like it when you start "showing off" they would think or having a different opinion from theirs.

F : So you follow their directives because it is better that way. So how can you be yourself then ?

T : You know what? Whenever I have a chance, you know, to put my beliefs into practice and I'm not under pressure, I do so ... (laughs !)

F : So in general. Your view is that, in general, teachers in the country because we have a national system , etc. So they introduce change at individual level whenever possible !

T : Yeah that's right ! that's the best way to avoid problems.

F : In terms of school. There are also pressures at the level of the school. You are in one school. There are six or seven teachers in the same school and each teacher has got his own style that's for certain, but how important is it to have a certain harmony in the same school in terms of teaching methodology ? In terms of approach in teaching.

T : They will probably exchange experience, lesson plans, probably attend some classes with other colleagues and see how different...

F : So when in your school you exchange such things. Is there collaboration. I mean... this is the case for me at least. You know, I did so with two colleagues and I've been teaching for four years. [You exchange your handouts, you know, material and so on] yeah !

F : And.. in some schools, there is one case or one teacher who is really doing strange things or at least things which are unacceptable.

END OF SIDE A

So in case , there is one teacher whom, you think, ought to change his ways. How do you manage ?

T : I wouldn't try to do so otherwise I'll get into trouble someone who's been teaching for fifteen or twenty years [they don't accept easily to be criticized except when they are friends] yeah ! in this case, probably I would put it in a gentle way otherwise, I wouldn't dare to.

F : But you happen to discuss things in the staff room among yourselves as teachers in the same schools, you'd say 'I've been trying teaching this point and it didn't

work' Do you have collaboration in that sense?

T: Not really we don't do so because you know we teach from 8:00 to 10:00 and then we have a short break a really short break!

F: Yeah! so when you collaborate you really share material or if you are preparing a test together or discussing.

T: I would do so with new trainees like myself but not with senior colleagues!

F: Now a lot is being said about the importance of introducing pair-work, group-work, problem-solving activities, discussions, debates in the classroom. From your experience, what do you think can be the benefit of such new techniques, new types of activities in class.

T: I think it gives better chance for the pupils to speak, to communicate... And this is the new role of the teacher... He should rather be a coordinator/organizer. Minimum speaking time for the teacher maximum speaking for the pupils.

F: You use pair-work and group-work quite often or ? [As often as possible!] What are the things you notice. What are the advantages you think?

T: Well, for the teacher at least. I mean, he could check, you know, the English of his pupils. Say if they are really advanced if he should focus on one point. If there are certain things he should change or present them in a different way [em and for the learners?] For the learners it is an opportunity you know, to express themselves in English [and they do so!] yes!

F: And have you noticed any problem related to that as well or not?

T: Yes, at least in the begining. They are quite afraid, you know, to speak but when you get used to it

F: Now the moment you say pair-work every body is in place. [I think so!] they are ready. Also there is this idea of **interaction** in the classroom. Learner-learner interaction , teacher-learner interaction, teacher-learners interaction, and so on. People would say, the more there's interaction in the classroom, the better the learning is [certainly so]. Do you think!

T: Yeah , certainly so, I do believe so .

F: So you've noticed that with your learners, the ones who interact more in class, are better at English.

T: Yeah!

F: And also it is been said that when you have interaction the quality of the language is not the same .

T: That is in what way?

F: Well, one of the things said is, " well you have fluent pupils but when it comes to

accuracy, there are lots of mistakes.

T: Yeah, they sometimes misuse words but it is the role of the teacher to correct their mistakes.

F: And after interaction they produce things in writing. You ask them to produce things in writing?

T: Sometimes, yeah I would rather start writing a conversation and enact it in class. It's the other way around.

F: Do you think that **helped** the weak pupils as well?

T: Honestly, no because they have, as I said, loaded problems and really a short time, you know!

F: You mean the weaker pupils do not benefit from interaction.

T: It is hard for the weak pupils to follow up yeah!

F: Is it because their English is weak or because probably of their personality?

T: I think it is because of poor English!

F: Ahan! They've lost track. Also, following the Communicative Method. A teacher is no longer the knowledge provider. He is rather to guide learners to learn by themselves for themselves so here the teacher is there to foster independence etc. Through your experience is this achievable?

T: Yeah, certainly this is what I do with my pupils. [What do you do? What strategies do you employ so that they become independent!]. Yeah try to encourage them to express themselves as often as possible [and how can they be independent?] (pause).

F: From you as a teacher and learn by themselves? So should it be an objective for the teacher to train his pupils to be autonomous?

T: Yeah this is certainly what he should do. He should train them to infer words from the context, write the synonyms [a list of vocabulary words] and for you know the conversation in a dialogue, you give them new hints so that they develop two full paragraphs or write a conversation by themselves. Later you'll probably ask them to come and enact the dialogue or have a debate and things like that.

F: And even out of class, should the teacher encourage the learners to be autonomous?

T: Yes, certainly, by asking them to use their dictionary as often as possible.

F: Yeah! and give them..what kind of assignments do you give the learners out of class?

T: I would rather focus on writing, you know. For example, I would want them to

write a biography. I would give them few hints like the date of birth etc. and then they'd develop it into a full paragraph that probably ask one of them to come write it on the board and do peer correction.

F: Judging from experience, what is it that the learners expect from their teacher? Remember in the old days we all used to sit down passively and patiently and listen to our teacher [whatever the teacher said] Did you notice that nowadays the learners you are in contact with have different expectations?

T: Well, for the beginners. At least for the first and second forms the teacher is still the source of information but for later stages I think there should be a kind of interaction between the teacher and the pupils, you know? [And the pupils do not expect that the teachers do everything for them? nowadays!] yeah, they even learn from one another you know [yeah, this is what we want them to do but is it what **they** want to do?] yes, certainly! you know they don't always hang on to their teacher for everything? [Yeah!].

F: Now talking about the development of a teacher. now you are a graduate from a university. You are fresh you are nominated in this school. You go there so what is or what are some of the new things you have to learn on your own just to manage to teach for the first few days.

T: My experience? I have to go back a little bit. (Pause to think!) right? So the things I had to learn myself was how to introduce the lesson to my pupils. It was really difficult for me in the beginning especially the first two lessons! Do I have to start with the reading? Do I have to follow step by step what's in the book? Or do I have to do things, you know, my way? and... [And then when your professional training stated, in what way did that help you?] Things became easier for me because they would tell you to do that thing, not to do that thing, to present things that way and not that way [and that gives you ideas!] Sure, yeah. I had to put into practice what they said to me and see myself whether it works or not.

F: You went to demonstration lessons and you observed other teachers teaching. So when you went to observe a teacher in a "demonstration lesson", as a trainee, what is it you picked up from a "demonstration lesson"! Right. As any trainee, you will be impressed by some teachers but generally it is said that teachers prepare the lessons in advance but this I learned a bit late- but anyway, you learn quite a few things from them, you know, for example, our different way of presenting vocabulary in class, how to introduce a structure point, how to deal with the listening, how to do the oral test in a way. [How to manage time] How to manage time, yeah... how to sequence the tasks. Things like that.

F: And how did you find the discussions after the "demonstration lesson"?

T: Honestly, it wasn't really beneficial because everything was theoretical. So I took things rather from the "demonstration lessons" rather than from the discussions later [you helped yourself!] So, I mean, you felt that in the discussion afterwards normally there will be a discussion of what is done and alternatives [you didn't feel there were alternatives or what?] Yeah, there should always be alternatives but you know there are many ways of presenting the same thing and it depends on the teacher to choose what's best for his classes.

F: Talking about the *mémoire*, what is it you worked on? [vocabulary teaching in class] Ahan! How helpful was that experience? What did you learn from it? What is your impression of that experience?

T: Ah! Well, I had to read many books about vocabulary teaching in some books which were really outdated..some newer editions.. I learnt about different ways of presenting vocabulary.. 'active vocabulary', 'passive vocabulary' and things like that. So, I had to read lots of books for that. [and you learned from that!] Certainly, I did. It wasn't much but at least I learned new things.

F : But even after two or three years now, do you think that you are still using some of that knowledge?

T : Yes, I think so. Even after two years, I use that. Honestly, yeah!

F: What about the teacher and his senior colleagues we've been talking about the teacher learning by himself. the teacher 'picking up' things from "demonstration lessons" inferring things from the discussions, asking the trainer for information or alternatives. How about senior colleagues, what role do they play in that process of learning?

T: Not much. They are not very talkative, you know, and they have their own way. [and have you approached them?

T : Yes, yes, I tried with some of them.

F : So you asked " what are the ways of dealing with such and such thing ?

T : They don't give you er...

F : So the answer is " there are many ways "

T : Yeah!

F : I'm really amazed because colleagues are usually helpful!

T : First thing, you should try to establish a kind of friendly relationship and then you can ask them.

F : So if you have a friend teaching in the same school..

T : Yeah, that would be easier.

F: So, yeah I see. Talking of the teacher and his sources of learning. Here what we're talking about is where the sources of learning for a teacher are. Another source of learning for the teacher is reading books as you mentioned when you talked about your research memoir. How important is it for you today to read Applied Linguistics textbooks, specialised magazines and so on to keep on going?

T: Yeah! I mean, you must always be up-to-date about new approaches, new methods.. Unfortunately, there aren't many books and specialised magazines available in Tunisia. So, I have to ask my friends to send me some issues of some

special magazines for teachers [What is your favourite specialized magazine?

T : Well, the name of this magazine is *Forum*. It really is a good magazine because you have teachers talking about their own experiences so you have new people, new mentalities. [So, your favorite section is the one where the teachers talk about their own experiences and you still have that!] yeah, a friend of mine sent me a few issues [but I heard that from now on, they'll be sent to CREFOC.] I didn't about that but "good news" if they do [so it will be available for teachers in CREFOC].

F: So this a question about the *Formation Continue* so you are a confirmed teacher, how can you keep on going? keep on improving? What's the way to do it?

T: well, try to discover by yourself how other teachers teach you know so if you just stick to your own ways, you would just... You probably wouldn't change and... [yeah, and read a lot as you mentioned; Some teachers tell you my English has been going down the hill] Yeah that the case for me! (laughs!) [so how can teachers maintain their level?] I think a training course from time to time [training abroad] yeah! [have you tried?] Well you know financially I can't afford that for the moment [yeah!].

F: So of the people at the *Direction Générale de la Formation Continue* approach you and say : "Mr XX we have a problem we couldn't decide what should be the content of the programme for next year for the *Journées Pédagogiques*. What should be our focus next year, what would you tell them? What would you suggest" eh...

T: Concerning the topic, I don't know , I'd probably suggest we exchange experience with other teachers from another country. Teachers teaching English as a second language eh... Then see how they handle their classes

F : How they teach writing or ...You'd want a similar context?

T: Yeah, in a way [so you invite practising teachers from other countries like Pakistan or Sri Lanka or...

F: Yeah, India probably or send a group of Tunisian teachers there to see by themselves!

T: And present something about what they're doing in Tunisia eh...Now suppose that in the FC. Now we are going to have this regional seminar next year on the teaching of speaking or giving the speaking test. What would you suggest? What would be the way of delivering this content? Would you suggest 'theory' or 'practice'?

T: I'm always for practice because theory does not always help much. Right? Or at least theory/practice ok! But theory without practice is really not much of help [yeah!]

F: 'Practice' that is for example? If the title of the seminar is 'Testing Speaking' right?[For instance yes!] So what do you expect somebody to show you how to test speaking.

T: Yeah real situation.

F: Video-taped? [for instance!] When this change we have change in textbooks. We had the *Communicate in English* change. Now this change is coming and there will be more coming. What should be the role of the FC in helping the teachers with this? What do you expect them to do. We have *Spread Your Wings* coming this year. What should be done about it?

T: Right! just helping the teacher. Telling them how to deal with this new material or they are at least supposed to deal with this new material so they would all operate in the same way.

F: So why do you think it's important for teachers to operate in the same way?

T: I mean, not really exactly in the same way in every thing but at least. They should agree on general terms at least presenting these textbooks!

F: Yeah! And if teachers are resistant to change? They don't like change. "It's out of the question I found my way, I'm pleased with it. My method is working. My students are brilliant so what should be the role of the trainer in this situation? What would you recommend that the trainer does?"

T: Resort to force (laughs!). I don't know they should rather convince the teachers that it's important to adopt new ways. Things are changing so logically.. Books are changing and also the method. So pupils we had twenty years ago are not the same pupils we have to day.

F: How is he going to convince them? Giving them a lecture or what?

T: I don't know probably attending a demonstration lesson .

F: So what will be the outcome of this?

T: Or showing him/her the defects of his method, showing him/her a better way to...

F: Thinking of the individual teacher what should be his role in helping trainers implement the change? You know you are new teacher and you say to yourself "yes, they are right. We ought to change" So what will be your contribution at your own level as an individual teacher ?

T: Try to put into practice the things I'm convinced of.

F: Yeah and would you try to convince other colleagues?

T: Certainly yeah! if it works for me and I think it gives good results so I'll talk about it with other colleagues [even senior colleagues!] (laughs!). I don't know in this case if they are ready to listen to me, yes. Why not!

F: So you think that the teacher himself has got a role to play in all this [yes!] We have been talking of foreign specialists when they come to Tunisia to give a seminar on certain skills etc. What is their role really introducing change? or promoting it.

T: Showing to other people that there isn't only one way of doing things. That really, this is how we do it, right? Try it and see if it works for you. And have you

seen any foreign specialists in the seminar [No!] Not yet!

F: Not the last question is about career advancement for the teacher. You have been teaching for four years. Imagine yourself in ten years, would you want to be a *Professeur Principal* you want to be a *Conseiller Pédagogique*, etc. Thinking of the context in Tunisia, what are the prospects?

T: There is a lot of work ahead, you know, in order to get any advancement but I'm not thinking of this now. I'm rather interested in going to teach in another country. Have a different experience and then come here.

F: You're interested in the *Coopération Technique* to Oman or... And why are you interested in that?

F: Just have a different experience. See what sort of pupils are there. See if the method I'm using here can be applied there? Learning new things.

F: You think this is going to be an enriching experience?

T: I hope so. Probably a different cultural setting, you know?

F: Have you had echoes from teachers who have participated in this program?

T: eh... No.

F: No! people who went to Oman, the Emirates, etc? You have no idea.

T: I have a friend who's been there for two years but I didn't really have the opportunity to speak [about that professionally!].

F: It must be interesting! but generally speaking how important is it for teachers to have promotions; to be promoted on the job, to become a *Professeur Pédagogique* I don't know...

T: Yeah we should always be ambitious otherwise, you know. If you stop advancing just you're like a dead person. You should have ambitions ahead of you.

F: Have you heard of the new type of "*Professeur Formateur*" have you heard of this new experiment?

T: *Professeur Formateur*?

F: Yeah, they help the inspector with training.

T: No, I heard of *Conseiller Pédagogique*. I don't know. Is it the same thing?

F: The *Professeur Formateur* just help the trainer in his training session but doesn't go to evaluate other teachers.

T: It's a good idea, yes.

F: But he doesn't get any money for this.



T: So what is the reward? (laughs!)

F: Ok! Thank you very much for allowing time for this.

T: I hope I answered all your questions.

F: Thank you very much! Just another question about the interview itself. How did you feel during this interview?

T: Well, it was quite beneficial. I had to think about a few things that I quite put aside for some time.

F: So the questions weren't that hard for you to answer (laughs!)

T: Not really no!

F: Did you feel that some of the questions were embarrassing or bothering in any way? [Not really! no there were no questions about confidential things?] except the fact that it was a little long. It took us an hour and a half [yeah! almost] thank you very much again for allowing time for this [allright!] and for your patience. Thank you.

(END OF INTERVIEW)

## APPENDIX 5.13

## TRANSCRIPT OF INTERVIEW WITH TEACHER 8

(29 August, 1998)

F: Thank you very much for coming for this interview. [Not at all!] two days before your departure to Oman [yeah] Hope you will enjoy it there.

T: I hope so, too!

F: First of all, would you be so kind as to tell us about your previous experience in teaching. Ok, where do you teach now?

T: I teach in the technical school of XX which is called now the Secondary School of XX. It's no longer a technical school! Concerning my experience, just in the same school for four years.

F: You've been teaching for four years [yeah] Did you teach in another school before?

T: No, no other experience. Just in the school four years.

F: Were you involved in a different job before going for teaching?

T: No! just the year of DEA.

F: You went for a post-graduate course for one year?

T: For one year.

F: and what levels have you taught so far?

T: I have taught all levels and in particular the Baccalaureate and the fifth forms.

F: You taught the 8th and 9th forms?

T: No, I mean, [oh! it's in a different school] I mean, I taught the sixth and fourth form in the beginning and then fifth and seventh form. Concerning the 8th and 9th not yet since they want teachers who do not teach the Baccalaureate level. May be those who teach 5th and 6th form, they have a little experience so it would be better if they teach the 8th and 9th forms.

F: You didn't have any experience with teaching these levels Ok? [no!] What is the average number of students in your classes in general?

T: In general from 35 to 40 [em] I mean, the minimum is 35, yeah! So, it's a large number.

F: What is your administrative status now? Still PES!

T: Yeah up to now *PES*

F: Your previous experience as a learner [yeah!] I'm going to concentrate simply on learning languages in school. Learning French, English and so on. What do you remember your experience as a language learner? [what do you mean exactly?] I mean when you learned English and French, what do you remember about the ways you were taught these languages?

T: em I see what you mean now. The method. It was rather the Audio-lingual. I mean, the teacher being the only source of information and you are just a recipient and you just listen. You don't find any opportunity to discuss things together to express your ideas, etc. To communicate. Now things are a little bit different. [And it was the same for French and English?] For French. Let me remember! Not exactly.. I think the only difference is this.. eh.. We have learned French for at least four, six and seven; thirteen years while for English four years. So, we can't compare them. We start from letters then words then paragraphs little by little but English in these four years, you try to learn everything. When you learn English, you find yourself learning French in depth. I mean, the ideas, philosophy to an extent so there are some differences I think.

F: You don't remember being taught through the Communicative or anything?

T: Not exactly!

F: and were there things you liked or disliked about your previous teachers of English? [at that time?] yeah.

T: Yeah! Not giving the opportunity to pupils to communicate, to express themselves or to discuss certain topics. This is one! May be they devote one lesson just for the writing.

F : Was it something you liked or something you didn't like?

T : I didn't like it.

F: Was there an English language teacher who marked you in a way or another?

T: One teacher. Miss Lâarif. She was an old Miss. She was known for her 'high level' Let's say in between inverted commas. I mean, although our marks in English were at that time 9/20, 10/20, 11/20 maximum but we liked the language and the 09/20 we got then we could get 14/20 in the Baccalaureate exam and go to specialise in English. We could excel if we work hard, of course. I tell you she taught me in the 6th and 7th form for two years and I liked the language. I chose English and it took me just five years to get my certificate.

F: So what is it about this teacher? She was demanding?

T: Yeah, she was demanding. She brought them from Newsweek, etc. They were very hard texts for seventh form. However, we managed to do them. You see? I mean, she was demanding. That's to summarise.

F: So, was there a teacher you did not like?

T: Not exactly. I liked English from the beginning. From the 4th form. Although it is not a question of not liking the teacher but that they are not convincing with their method or his way of teaching but I usually liked the language. In the fourth form I had 17/20 average. In the 5th, let's say 15/20 and then sixth and seventh form, the mark has dropped to 10/20 or 11/20 and I was convinced. I knew **that** teacher was teaching you real English; not something else.

F: From your memory what kind of language learner were you?

T: As you know the type of learners taught in the Audio-lingual Method. I mean, I won't say that at that time she used the Communicative Method, but following this Audio-lingual Method, the teacher is the only source of information. That's why I'm not against this method or not totally against it and I know that a teacher is a teacher and a learner is a learner.

F: So, as a learner you like to be taught through ..

T: I like to receive. I am a receiver. I know that! Through exercises and repetition. I can learn and in particular motivation, yeah? I don't know whether this teacher motivated me or other factors but what is important is motivation. It's not a question of method. Audiolingual or Communicative.. Now I teach using the Communicative Method. I try to teach in a communicative way but you find two different levels. I mean those who are excellent and follow you in everything you say and others who don't and those who don't know anything at all. So it is a question of motivation rather than method.

F: So, what did you do to study English yourself? [from the beginning or ?] Well, whatever you remember now.

T: What I remember is that I.. My first mark in English was zero [Ah!] Yeah, believe me. It was a question.. I cheated in the oral exam. John Dale and Munsif Shedly, you know this book? [yes] Well, at that time our teacher in the 4th form gave us a dialogue to learn by heart. [memorisation!] yeah, memorisation. Well, it is not exactly.. She gave us the dialogue and you had to look at the pictures and try to speak English while you have only three or four days so you cannot really express yourself. So, I just turned over the page and read. Well, for this she gave me a zero. At that time I felt I was in danger. I did not like that zero so I worked hard. I have a sister who is older than me and I always asked her questions and she helped me. This is for the start. Now that I have understood what I was required to do, I liked the language from that time and I followed the teacher and ended up by being the first or the second in class.

F: So, you worked a lot at home.

T: Yes, at home. I used to do all the exercises. I used to understand very well. I understood the teacher. I liked the language. I find, that it is..easy in comparison to French [yes] I mean the grammar. [no complications] (laughs) Exactly! I mean, we are not supposed to conjugate all these verbs. You just add the 's'. We have for the singular, yeah?

F: For your university degree, did you benefit from a stay abroad for the *Stage* ?

T: Yes, I don't know. Not in a good way.

F : Why?

T : Because our group.. I think it was the first experiment. We stayed in a hotel for 70 days. Well, the problem was [how many were you in the group] twenty-one. [em] We stayed in a hotel and you know, we were together all the time so we communicated in Arabic instead of English(laughs) However, sometimes you find an opportunity to speak with someone with a different nationality. You know that in a hotel [you find students] not students but foreign visitors [tourists] tourists and other visitors but if you want to have an idea about some cultural aspect, etc. From this we have benefited a lot. What you know in theory, you see it in practice [em em]

F: In what way did your studies at university help you as a teacher now?

T: Of course! [at the *Maîtrise* level] Yes, I know. Do you think. I can teach without having this *maîtrise* [in some countries you can!] Yeah [laughs] What is remarkable in our country and in *Faculté des Lettres Manouba*, in particular, is that what you study in these four years is too much. It's complicated in comparison to what you really need for teaching. I mean this is normal. A teacher should know the language and about the language he is teaching. So it's normal you study in that way [so it helped you master the English language]. At least you can answer all the questions the pupils ask sometimes. If there are things which are quite complicated, you can find a way to answer even a British or an American person won't be able to find clear explanations to.. Sometimes we find people who say one thing someone else says another thing. Something totally different for my pupil. I won't give him a solution but I will tell him there are people who say this and other people who say that .Well, it depends what I 'll say Ok! You find many things like this. I think we have such problematic cases in your experience [Of course] (laughs) Many things like this.

F: What were the subjects you studied at university that really helped in those situations?

T: I think everything what we've studied at university was related to our learning whether composition, comprehension or translation OK? I mean, everything can help you [history, civilisation] all of them lead to the same thing.. To the same thing which is to know the language in a good way and know about it. All of them together OK? Any subject which is relevant except Arabic.. You know we had to study Arabic .. and even that I find that Arabic has a relation with translation.

F: Of course, so wouldn't say that the most important thing is Linguistics or the most helpful subject is comparative stylistics or?

T: No, all of them . All of them are important! But the student prefers one subject to another. I liked translation. In the session translation, I used to be pleased to translate a text [em] To play with structures of sentences. You can express the same idea in many ways.

F : I reckon you didn't have a course in TEFL or Applied Linguistics.

T : No, [But at the DEA level, you did] Yeah! It was Ayatollah Lâabadi who taught it, I think.

F : So did that course help you in teaching afterwards?

T : em.. To a certain extent. I mean, not exactly.. Well, at that time we spoke about the Communicative Approach. Honestly, when I got my certificate, the *Maîtrise*, ..At that time I did not have any idea about the way teachers were teaching. That was in 1993. I thought it was the same method; the Audio-lingual but in 1993-1994, they started applying this Communicative Approach. With Mr Lâabadi we learned about the new approach which is the Communicative Approach. Well, when I started teaching, I read a little bit about it and I tried to apply it. From the beginning, I found that there were some problems with it. You can't really get excellent pupils with this method. I don't know whether you agree with me or not ?

F : I don't know. I don't agree with what is 'excellent'. That changes!]

T : Well, I mean.. You're right. Let me explain. I realized that with the Audio-lingual method in a class of 35 pupils, you find 20-25 who are interested in the lesson and 15 who are good. Let's not say excellent, good. They understand. They communicate. When you listen to your classmate and he speaks in correct English and he gets good marks 13 or 12. Now I'm teaching with the Communicative Method and you find just five pupils not more. So, there is an elite in each class. So, this approach.. its tendency is to create an elite who can understand the lesson quickly. Communicate, etc. Others are watching

F : And why do you think these five succeed?

T : I don't know from the beginning, they understand it. I don't know, may be they are motivated [their character!] They like the language from the beginning so they try to follow. They do homework, etc. The others. Well, either they have some prejudice against the language or when they enter the lesson. Well, they might understand the first lesson, the second but little by little they find it more and more difficult. So they find it difficult to follow and they give up [em yeah!]

F : Ok! As a teacher what kind of knowledge is necessary. We talked about the language. You need to know about the language. Also what kind of knowledge or professional knowledge you'd consider necessary for a teacher in order to perform his job properly. I'd say kind or kinds.

T : Yeah! I think the most important thing is the language, vocabulary and especially grammar. You know grammar helps in understanding an idea in a text so someone who doesn't know this structure or has never come across it. He/she won't be able to understand this idea in this text. So a teacher should know this, for example. Ok? So vocabulary is not important. You might come across three or four difficult words so the pupil can ask you about some difficult word you've never come across or which you don't know. It doesn't matter because the teacher is not a dictionary but it is the structure of the language [the system] how it functions. How it functions, Ok?

F : Even if you are a teacher using the CM?

T: It is not important which method you are using. What's important is that you should know this then it depends. Now I'm going to a different country. They may ask me to teach following a certain method. It doesn't matter. What's important is that I know this language I'm teaching.[em] I know its vocabulary, its grammar, its structure [so you know what to use and what not to use!] yeah! [this is in terms of grammar] grammar. As I told you **about** the language. This is important. Also, the cultural aspect of the language you are teaching. I mean, you know, that we are not only teaching the language Ok? So we have to know, learn something about the country or countries where the language is spoken and their cultures OK? And why not the purpose for teaching English and this is from the beginning. I mean. Even from my own experience when I teach pupils, I ask them in the first session. Do you like English? and Why? So if you do why? If you don't why? [em] Pupils say to me Well, I like the language because when I watch football I find everything written in English. This is very important so I say, « Look! Yes, when you understand the language. When you learn English, you will understand what is written in the computer and you'll translate for your father and mother. You will understand that there is a substitution or a half-time or penalty or anything else.» I say to them « If you want to go to a hotel and you want to speak to tourists OK? which language do you find is the most useful to you? You'll find English is used in the majority of the countries in particular in Europe. You will find that even if you don't know German or Italian, you can speak in English » and they'll understand you. Even if these tourists do not like English, some..sometimes German people do not want to use English but find that they want to speak with you..to communicate with you. You know the pupils are interested in speaking with tourists so when you tell them this, it's a way of motivating them to learn the language. I mean, this is the purpose of my question to them [yeah ?] So I know what is the motivation of those who like it and try to motivate those who don't.

F: So you want to know about your students basically

T: Yes, and there is a handicap. Some people think it is the language of this [imperialistic country!] especially in the south.

F: Yes, when you mentioned the purpose for learning English, I thought may be you were talking of the official policy.

T: and the official policy, yeah.I tell them also about the official policy why [but for you] I tell them it is an obligation. It is an international language. I mean, it is the language of science. I mean, if you don't know English as if you were ignorant or illiterate. Yeah? like computer science. Something really interesting

F: Since you started teaching, do you ever feel the need to improve your language? your linguistic knowledge.

T: Yeah, I felt that but I didn't take any further step (laughs) yeah! [what kind of lessons made you feel the need to improve your language-- Was it when you are teaching or just like that?] Sometimes like that and sometimes when I teach. Not always. But I'll give you an example. When I teach the economics students what I feel I need is the meaning of the key words in the field of economics [em!] Ok? It's a question of ESP. You feel you're not only teaching the language but some aspect of economics. Something interesting.

F: So what do you do?

T: Well, the problem is not that I don't have questions from pupils to explain what is supply and demand [they know this]. No, they don't know it. They don't ask me how do we say this in English etc... What I do is this: When I know something I try to give it to the pupils. When I don't, I don't try to expand it. [Em!] In addition, we are not required to do this. I mean according to the official programme you are not supposed to explain concepts Ok! You know we have a textbook so we are not supposed to give them more than that Ok? But I find it is important to learn that as a teacher, I think [economics, business or other fields]. Yes, anything the teacher could know all this together business, economics, sports. [If you have the opportunity. Each year do something] Yeah! (laughter).

F: Other than language, what other subjects, other types of knowledge you would consider important for the English Teacher in Tunisia.

T: He must know something about philosophy especially this I like.

F: Philosophy?

T: You know philosophy in the baccalaureate exam. I found that it spoke about everything ... Everything! science, literature, everything! So, what you learn. The subject matter you know in philosophy we study language. You know this [Yeah] and we study in sociolinguistics the language and everything related to language. This communicative competence, Chomsky's 'competence' and 'performance', etc. All this is just part of what we study in all our post-graduate studies is just part of philosophy which is related to language. [Yes!] Whereas philosophy studies all together. So em.. when you have an idea about philosophy, I mean, I find the teacher is open-minded. He can speak about any topic with his pupils especially if they are in the Baccalaureate level OK? I mean, sometimes when they tell you something in Arabic, you can give them a quotation in English OK? So you understand what is meant by this sentence in Arabic, you give the equivalent in English. You tell them that the teacher of English has enough background to 'juggle' with the language [in order to respond!] Many times I give them, for example.. Let me remember! Especially proverbs. Proverbs also [em] sometimes you listen to a pupil speaking about something, you tell them, « I know a proverb in English like that. I'll give it to you. » Sometimes I give them two or three proverbs. I mean, they get fascinated with their teacher.

F: I mentioned a moment ago the official programme. How important do you think it is for a teacher to know what's in the official programme, You know?

T: Yes, yes! We have to know this. Behind any teaching there should be an objective [em] You cannot teach just like that. You have to know that at the end, you are going to reach this objective. So, to have an idea about the official programme is quite important. I think we are given this. We have [the 1992-1993 that one you have! The one related to *Communicate In English*. Then you have the 1995 programme] yes, but I find it too **idealistic**. The objectives are wonderful! But how to reach them is the question so you find many handicaps like classrooms, the conditions of teaching, the tape-recorders, etc. Many things unfortunately.



F: Also how important is it for a teacher to know about the other textbooks in use? I mean, for example, you're using *CIE* but there is *Say it in English* used for the 8th and 9th form. Do you think it is important for you to look at these books to develop an idea about them?

T: Yeah, I think it is quite important because on the one hand they are new books.. I mean .. On the other hand, it is the tendency of the Ministry to teach the content of four years over six years.

END OF SIDE A TAPE ONE

T: So I said on the one hand you know about the objectives of the Ministry and on the other hand as I told you, you should know what is taught in the 8th and 9th. May be because after that you will teach those pupils so you have to know what they know and what they don't. Did you have a look at them?

F: I saw the 8th form one!

T: What do you think?

F: I think it's a little demanding.

T: Yeah, I think yeah! Even the 9th form is demanding.

F: But the bookwriters say you have to be selective so you don't have to teach everything. They didn't mean all of it to be taught. They will probably [reduce the content] but there is a problem at another level. There are some students who are not able to follow the concepts and the ideas

T: Yes, it's very demanding as I said. In addition, I think the students in the 8th and 9th form study almost the same thing as the pupils in the fourth form. So, you can give a fifth year test to a ninth form pupil and vice versa.

F: Yeah, probably the level at the end is going to get higher and higher.

T: No, you know the problem. Normally it should be like this. English now is taught three hours a week. After that it will be taught two hours a week only. So, it will be the same thing as I told you. They are expanding these four years into six. That's it. It is not that they will teach more ideas or literary texts.

F: It's a different content as well I think this time.

T: The new one? [em It's different from *English for Modern Life* ] Yeah even now they teach especially functional English. How you apologise, how you ask for requests, etc.

F: We have to ask the learners, Yeah? (laughs!)

T: Well, I mean. The majority are not satisfied. The majority of them, you know. Excellent pupils are good all the time. May be because they have an idea about the

programme before. Some parents teach their children or they have a relative and they can teach them before they come to class.

F: May be they watch programmes in English.

T: songs yeah, as well! They help them. In addition to motivation.

F: Now what we call 'pedagogical knowledge' How important is it for teachers? Knowing about aspects of pedagogy. We mentioned a moment ago the methods.

T: You know this Faiza from the beginning that...[when you graduate from university, you don't know how to teach] The idea of pedagogy. What I felt when I started teaching was that I had no lesson in pedagogy. I mean some people.. Let's say talented.. Someone who is talented. It's something given. This is what explains when a teacher is successful. I mean, when he can convey the message he is teaching or he can't. I think if you like teaching. If you are talented, I think you can manage even if you don't have any, previous lessons in pedagogy. This means also extra lessons and *Journées Pédagogiques*: to elaborate and to discuss some problems because any teacher faces some problems especially during the first years. So he can discuss how to deal with such problematic cases so I think teachers themselves can help each other. OK?

F: So, I mean, You don't consider that knowing about the different methods. You know the GTM, the Audio-lingual Method, CLT as the major problem for a language teacher.

T: Problem or important things to know

F: I mean, the primary thing to know.

T: When I told you I felt talented. I don't know.. May be, I was not talented. I know what is GT, what is Audiolingual. We studied this in the DEA course with Mr Lâabadi. May be because I know this but it was in my subconscious so I didn't find any difficulty. I found that I could convey the idea. Even when the pupils don't not understand, I can give him simplified things and they are satisfied.

F: Also, you know, did you feel the need to know the techniques like special techniques proper for different methods ?

T: Yes, this is.. I find this theory. Sometimes you do something in practice and you don't know why (laughs). You feel it is necessary to do this. It is like something instinctive! [You ask where these come from] Exactly! I mean, it could be from other experiences. May be your parents when you were a child, they used such things so you apply them when you grow up [they used visual aids?] not exactly! These are new techniques now. (laughs)

F: Thinking about methods, procedures and techniques and.. the idea of being 'eclectic' or the need to be 'eclectic' What is your opinion about it?

T: I think it is a necessity. I think there is no method which is 100% perfect. For each method, there are des *lacunes* [gaps] Exactly! So, in this way you can teach in a communicative way using something from the GTM, something from the

Audiolingual Method.. May be creating a new method yourself. Why not! That's what it means to be 'eclectic'. I think it is a necessity.

F: And you think it is practised in general?

T: I think. In general..because there will come the day when we will criticise CLT and we will have a new method. So, this method in which you believe 100% now, and think is perfect. It will be criticised later. So in this way we should from the beginning know that it is just a question of relativity. Well, it's a good method. Its objectives are quite good. I mean, communicate correctly and perfectly..in a good way for the pupils and learners in general but we should know that it has some gaps and why not try the other methods.

F: I mean, if you were a trainer now, you wouldn't try to force it on your trainees to stick to the Communicative Method?

T: No, not at all! I take what I like in it. For example, some new types of exercises which we didn't use to do. For example, I like some types of exercises to allow the pupil or the pupils to communicate. Take a certain topic to give the opportunity to have a debate or group-work. I like this!

F: When you watch a teacher teaching. You had many opportunities watching other colleagues teaching.

T: Do you know that I have been filmed [laughs]

F: You have been filmed Hein !

T: I mean the inspector wanted four lessons one for the fourth form , one for the 6th and one for the 7<sup>th</sup>. Well, I was chosen for the fifth form and now the inspector everytime he has new teachers he shows them this lesson . Well, to benefit from the mistakes I've done and to learn how to teach. It was a lesson about describing people [Yeah! ]

F: OK!So let me repeat the question . Now when you go to observe a teacher and after watching this teacher in action. When you say ahan! This is a 'competent' teacher !

T: 'Competent'Well, as I told you, he can be 'competent' in that session but not in another. Well or incompetent. Anyway, I think if I find that in that session the objectives have been reached and that he conveyed the messages he wanted to convey in a smooth way and I observed that all the students have understood and it is clear for the teacher as an observer that students have understood. He is a competent teacher. I mean he knows how to deal with difficulties if there are any. If he can, for example ....[difficulties for the learner ] Yeah ! For the learner who does not understand this idea or this section. Suppose there is a grammar point in the lesson and knows and the teacher knows how how to explain to all the pupils. I mean all of them.. They understand what he wants to teach. In this way , we can say that this is a teacher who can manage to overcome all the difficulties in his lesson . I mean , he doesn't say, « Well, the majority of them have understood .Never mind ! Let's move on to something else » . No, the competent teacher.. I think can manage and answer

all the question in a good way ,etc . I mean ,in a way his pupils are convinced with whatever he is saying

F: Now how important . we're talking about trainers. How important for a teacher is it to be in agreement with his trainer?

T: Em [For that matter a trainer can be the conseiller ] In agreement?

F: In agreement in term of the way to teach . As a person we do not mind !

T: Would you please repeat the first part?

F: How important is it for a teacher to be in agreement with his trainer or supervisor?

T: And do you think he could be in disagreement?

F: Yes , why not? (laughs)

T: Why not (laughs) It's possible [We hear a lot about inspectors and teachers !] Yes! [Teachers do not always agree with inspectors] Well, inspectors have an official programme that they have to respect.. To tell the truth, to help apply it . Well, if the teacher is really applying it in the way or the ways in which it is required, never mind if he tries to add something of his own; something **good**, I mean . But if, for example, he is using things which are not in the official programme. In this way it is the right of the inspector to be in disagreement with him. It is important to be in agreement. I mean, this helps you a lot [as a teacher!] as a teacher. I'm speaking from my point of view. It's very important to be in.. although sometimes I disagree with some aspects as I told you. You find that the inspectors now try to impose this communicative approach. They try to convince you to apply it whatsoever. I mean whether there are some difficulties or not .

F : Without giving convincing argument or what?

T : Yeah ! They pretend that you can use group-work . You can bring, for example, if you're teaching about food, you can bring fruit or vegetables..samples of each..something sometimes which is not realistic with some pupils who are not motivated and interested so in this way you find that you don't agree with him 100%. So in this way, well you try to apply what is required in the official programme and your own method without being obliged to do..follow what he said [100%] . I mean, now honestly when we attend a *Journée Pédagogique*, the majority of the teachers are not really convinced with what he said . They say «Well, this is not convincing ». This is what they say but sometimes you are not supposed to express your opinion to your inspector. He is working and you are working. OK?

F: OK!. Now [I don't know whether I... ] Yeah, I agree you know it's a difficult situation but professionally you have to do the 'right' thing .

T: You have to teach English..because I find inspectors who have with teachers..other problems whether they don't control their classes or they teach in a totally different method [the extreme!] We have many teachers who are using the audiolingual method up to now. **Well!** You have to change now. I said the communicative method has got **many** positive sides.. why not take them. Take them

OK ? Or, for example in the tests. This is a very problematic case . You find some tests which are completely audiolingual, «turn the sentence into the positive or negative form ». Now we have tests which are made in the communicative way . For example, for passive and active voice the paragraphs [Close tests !] Yes, close tests. You have to change in this way . [Also the interest of students is at stake!] Sorry! [The interest of the students. You have to defend them!] Yes! of course, yeah !

F: You were just mentioning the problem of some teachers like here reluctant to change or traditional and conservative. How important is to be in harmony with other colleagues in the same school?

T: Em . I think it is very important. Well, if you are in disagreement with them, you'll find that you are working alone especially now the administration prefers that we administer one test for all Baccalaureate students. The same thing for the other levels, OK? So if you are working alone, even if you are making- I won't say mistakes- but some gaps in your tests, nobody can criticise or at least draw your attention to these gaps. So, I think if you consult your colleagues especially if they are experienced, in this way you will learn a lot. I mean, I have learned a lot from my colleagues [Em em ] I recognize this so it is very important to collaborate [Em em OK!] and to be in harmony with them .

F: Now the types of activities used in class.. teaching activities used in class.. In what way.. What role do they play in bringing about success in learning language?

T: Yeah! They are important. For example, you cannot only teach reading or just language. We read. We speak. We write all this together. So, these activities should be developed. So you have to manage your lesson so that at least two skills are integrated in one lesson.. or even more. Sometimes you use visuals or the tape recorder. Well, we don't have video or something like that but to enrich the lesson. Sometimes for the Baccalaureate level why not show them the speech by Martin Luther King 'I have a dream!' and at least have them live in this atmosphere. When you teach them always theory, it is usually beneficial [And you use pair work and group-work !] Pair work but to be honest with you.. **pair work** I worked with this in the begining but well up to now I find that it is a waste of time. Well, in theory it is an opportunity to communicate, etc. What you find in reality is two people talking together in Arabic all the time .. and it is an occasion for them to talk of something else and the main problem for this is the overcrowded classes we have. Well, I told you the average is between 35 and 40 but the majority of classes are made up of 40 pupils. Imagine twenty pairs (laughs!) and you have colleagues next door. I mean, they won't say that there is a speaking activity, they will say that this teacher cannot control his lesson.. his class. For this reason I try to avoid it. Honestly! As for communication, any pupil who has an idea or wants to criticise anything concerning the lesson or who has a different point of view, he has a right to raise his hand and to speak and someone who has another different opinion I give him the opportunity to speak especially with the baccalaureate pupils, they can communicate better.

F: You were just saying this about communication. Judging from you experience, would you say that interaction in the classroom has a direct beneficial effect on learning?

T: Certainly! at least for pupils when they interact together. Well, whether they convince or they will be convinced. Well, from the beginning they will learn how to listen to others, how to convey a message. Ok? This is at least what is clear. For the teacher, well..he will see who is.. whose argument is stronger than the other, who has or is, if you like using his logic better than the other, etc. I mean, it's beneficial in many ways. I mean they will benefit from it. I mean it's beneficial in all the ways. I don't think that in communication and interaction that it will have [harmful] harmful yeah or bad effect. I don't think so. They will benefit in one way or another. Ok? at least how to listen..how to have an answer to what is said, etc to argue, etc.

F: How important is it that teachers train their learners to be independent, autonomous learners in your opinion.

T: In the beginning « how important? »

F : Yes! how important is it for learners to be independent

T : From the teacher or what?

F: Yeah from the teacher.

T: Well. (laughs) well, in theory that's important! There are pupils who are excellent let's say. Really excellent pupils. I think when they reach this level of excellence. I mean, they understand everything, they read at home. They read newspaper articles, yeah in this way I think these pupils; only this *élite*. These pupils can be independent. The others cannot. Not any pupil can be independent from the teacher.

F: Well suppose you have only these five pupils in one class. You say, « Ok I want to help them be independent », what would you do with them?

T : Well I have to know first of all what is meant by independent. I mean you should know that we have a textbook. I mean at the end of the year, the student is supposed to know this and this thing in the programme. Now in reference to what I said what do you mean by « independent? ».

F: Now if they can learn the lessons all by themselves.

T: They do the lesson!

F: They do most of the learning themselves they do not have to...

T: I see what you mean. They learn the lesson in advance. There are pupils who do this but as I told you those are pupils who are extremely motivated and their level allows them to do this, as I told you, just the five pupils maximum.

F: What we hear in the field types of assignments like « go home and use the dictionary to find the synonyms » are meant to foster independence.

T : No, we are not meant to do this, I think!

F : In some countries they use computers.

T : To find synonyms or something like this?

F : Yeah, to do everything.

T : No, the types of exercises we do is this. In addition to the exercises we have in the books, we have, for example.. We usually give writings so in this way the pupil will try to use [to reinforce!] So some pupils do writings which I didn't give them, you see? They show you they would like to write, to learn more, to correct some structures but really do not have another purpose.

F: It's a problem for the teacher and for the learner but what do learners generally expect from teachers? Do you think that learners expect the teacher as you said to be there or not to be there?

T: Ehm when he's not there where is he? When he is not there in his place, he is next to them? I'm joking. (Both laugh)

F: I mean, the classical idea that the teacher is the source of information, the controller of the class and so on. What do they expect? from your experience!

T: I think they expect the teacher to be there at the beginning. I mean for beginners. You cannot begin with the teacher but the more they learn, the more they can rely on themselves. Why not ! They can do without the teacher in this way.

F: And for you baccalaureate class, you do that?

T: Yes, yes I told you. You find one pupil per class who is excellent. Sometimes you find him studying other lessons because he knows this text even though he is not a repeater. This is I can say this is a really self-reliant pupil Ok? The others they expect you to be there all the time. To explain everything. They can't do without you all the time. May be because they don't have enough courage to work by themselves.

F: So from your experience as a teacher they expect you to give the information, to explain the lessons and so on. What else do they expect you to do besides your role as a knowledge provider?

T: As I told you not only in English. If they have a problem in any other subject-matter why not? They consult me. If I know why not. I'll give them, for example, what I know they may ask me something in philosophy Ok! I give them this quotation for example: « *Je pense donc Je suis. Le fait que je pense que je ne pense pas, j'ai déjà pensé de ne pas penser et je pense donc je suis!* » When I give them this quotation [so well aha! (laughs)] in English (Gives the quotation in Arabic). I like philosophy so sometimes they are related to their programme. This is on the one hand. On the other to go back to English, when the pupils trust you, they consider you if you are giving them this class, they expect you to prepare them for the exams so as I told you they trust you that's why any time they find difficulty they do not hesitate to ask. I told you, and I repeat, especially those who are a little bit weak or who are average, they don't stop asking questions. They usually ask you, etc. If they are not shy, of course. Because people who do not ask questions they are shy but if you create a positive atmosphere and you try to attract them to win their trust at least

they can ask you. There is no problem. I hope I have answered this question [ Yes, yes that's Ok! would you like to have a little break or...?] Accelerate I'm sorry!

END OF SIDE B TAPE 1

F: Ok we are going to take up with the next theme which is 'professional development' [em!] Well, when I say 'professional development' What do you understand from this?

T: Yeah, It means whether the teacher improves through his/her career yeah? And whether they try to develop their knowledge, ways of teaching, etc. I don't know whether I'm right about it? [Yeah!] That's it.

F: So, do you remember when you were a beginner. What is it, in particular, just in the beginning of your experience. What particular things did you have to learn during that period? Did you find yourself obliged to learn certain things so that you can cope?

T: To a certain extent. yeah? As I said, let me try to remember...Yeah, at the beginning I didn't have any idea about the programme I was supposed to teach so what I had to learn was especially how to prepare a certain lesson because I didn't teach before. Secondly, I tried to have an idea about the lessons and the activities I had to do OK? So as not to find any difficulties when teaching.

F: So, at that time where did you get the information from? What did you do? How did you learn how to plan the lessons? Did you seek help?

T: Yeah, at that time we had a book. It was the teacher's book, yeah? It was of great help [yeah!] The teacher's book in my first year I taught the 4th and 6th form so in both books I find, if you like, the plans for each lesson. Ok? You are supposed to develop a little bit if you like to delete; discard what you find is not necessary but you try to, at least, find the outline of the lesson plan. At least, I mean, you know what the objectives of the lesson are.

F: And what role did senior colleagues play in this process? Did you resort to ...

T: Honestly, in the beginning I did not consult anybody. Ok! someone who is a newcomer is a little bit shy but little by little I made new acquaintances. I became a friend and I had an opportunity to consult them whenever there is difficulty not any lesson but whenever I found difficulty. Each time I find difficulty, I like to find out if the way I resorted to is the adequate one or not. So I ask for their opinion sometimes. I find the same way and sometimes I find something totally different and I sometimes like this one so I try to apply it.

F: OK! Then as your professional training of your *Stage* .

T: Just one month after.

F: A month. So in the beginning you did all that and then your *Stage* began. What else did you learn?



T: Yeah, you know that when you read a book about a lesson plan, it is merely theory. [em] so in this 'demonstration lesson' you find it in practice. You see what the teacher has added or deleted if you like. If he has used visual aids or other techniques, the way he makes the transition from the 'pre-' to the 'while' to the 'post' activity. Sometimes you don't find the transition in the lesson plan. Really! When you listen to it, you try to see the teacher moving from one stage to another, you will learn.

F: So when you observe a teacher, what precisely do you look at? Do you remember what you looked at as a beginner?

T: I tried to look at everything even how to begin a lesson. I mean, the starting point up to the end of the lesson. I mean, whether it is a post activity; a writing, speaking, a debate or anything.

F: You were interested in analysing the lesson?

T: Analysing the lesson and seeing how it was dealt with especially that we were required to write it, I mean

F: And you have a discussion after that

T: Yeah, we have a discussion. Why did you do this? Why didn't you do that, etc.

F: So that was also helpful?

T: Of course, certainly! I mean. And this, I mean, helps you a lot in improving yourself.. in learning. Sometimes avoiding things. If you find that something didn't go in a lesson, why not to avoid it [you avoid it] Yes, avoid it next time. If it is a waste of time. If you find that the teacher did not finish the lesson because he was dealing with question or something which took him half an hour, for example. So you try to avoid it or just not to waste so much time on it.

F: Ok! Thinking about reading books in Applied Linguistics or specialised magazines or journals [like *Forum*] like *Forum* or *ELTJ*, etc. How important do you think it is for a teacher to read theory from linguistics textbooks?

T: Yeah! I think it is important for his knowledge. To improve his knowledge about how to teach but it depends whether this is applicable in our classrooms or not. Here there is a question. I mean, other experiences help us or go with our type of culture, with our pupils, with our objectives. Here there is a question. I don't know whether they go together or not. It depends, I would say ..

F: What do you read? You receive *Forum*, don't you?

T: At the beginning I read three issues, I think, maximum! because at the beginning, it was or rather I received it from the American cultural centre. Then, they said that they will send it to the CREFOC in Medenine. Well, we received it only once or twice. After that I don't know whether it is still sent there or not. You see? So may be I'm a bit lazy I don't go to it. I mean, I expect it to come to me, OK? and I don't know everything in it. OK? [em which part of the magazine do you read?] yes, sometimes I find articles about teachers from India, Pakistan, England .. Many parts

of the world and how they deal with certain aspects or problems. Some problems are similar to ours. Others, I mean, are not the same! There is one part I like « [the Lighter Side!] » (laughs) Yeah! I find sometimes some questions at the end [oh! the Question/Answer section!] Yeah, this one. They really deal with good questions especially questions which about problematic matters we face as teachers [these are the kinds of questions the students ask!] yeah, even if the students don't ask them, you yourself ask « What is the difference between this and that? », « what is the difference between such a word in such a context and another? » I mean, I like this part [yeah, I find it interesting] It's interesting!

F: Thinking about your experience. We were talking a moment ago about demonstration lessons. Now your experience with the research *mémoire* for your second year. How valuable to you was your experience with that?

T: I think it came at the end of the second year of teaching. It is like a summary of what I have learned during those two years which are the two basic years of one's career especially if

F: What is it you worked on?

T: « Communicative Competence can only be Achieved through interaction with Native Speakers of English »

F: This was exactly the same topic I dealt with at that time.

T: Yeah! We see that the topic deals with 'Communicative Competence' which is the gist of what we are teaching. We are doing the Communicative er..

F: It's amazing because I dealt with it in 1986 and you dealt with it in 1996.

T: No? exactly! 1996. Yeah, so I liked the topic especially I found that I knew the topic mainly because I had that year of DEA and I was majoring in linguistics so I didn't find any problem with it, in addition to my experience in those two years. So, I tried to show how we can reach this Communicative Competence and how a teacher can get pupils to have, let's say, a native-like 'Communicative Competence' even though these learners are not exposed to the native context and did you rely on theory more or practice more? Both. I mean, a part of it is theory. What is 'Communicative Competence', definitions, etc of the different types of 'competence'; linguistic and all. And then there is the part which is taken from the class. I took extracts from the works of pupils in their second year of learning English. These were fifth formers. When you see the letters they wrote and another who wrote a paragraph, you see that it was perfect English. Good English as if he were a native speaker. I say: Well, if he manages to write in this way without being exposed to the target language like films or songs. So, it shows you that you can achieve good results and they can develop 'Communicative Competence'. Honestly, I took two good pupils. I'd say also that motivation is important. You cannot reach 'Communicative Competence' with someone who doesn't like the language.

F: And after being 'confirmed' in the job after these two years, You said '**basic two years**'. How should a teacher develop, improve. What should he do to improve?.

T: Yeah, As I said there is no perfect teaching. I mean eh.. Every time.. I mean, you teach today in a given way. Well, teaching in such a way may be doesn't go well tomorrow. I mean, for one reason or another so you should change a little bit; a change in a way.. even for yourself so that you don't feel bored and do something monotonous. You change in a good way. Sometimes you are on the right path and you change to the native.. No! to change for the better [what are the ways to do that?] Well ! last time I taught this lesson or this part of a unit in such a way. Well, it was perfect, beneficial. Well, today I will change but I will deal with the same matter in a different way. Well, if the results are the same, that's good. I mean, what is important is the objective which is achieved. If you found it took you longer or it became more difficult to achieve in this way, you'd better stick to the first way [yeah, to have alternatives.. To be able to do things differently, you have to have ideas to change. How will you get these ideas? Where will they come from?] Sometimes, as I said, you find that your colleague has dealt with the matter in a different way so you try to apply it if you like it this way. [You observe this teacher or?] No, just you ask him. For example, now I'm in chapter five. You find that he is in chapter six so you tell him, « How did you deal with such a text? » Well, he'll probably say to you. « Well, I didn't deal with such a word and such a part. I just dealt with this .. » So, you do the same thing and you find that it was a good idea. So well, if you have one lesson with one class you can, if you like, take ideas from your colleague when you deal with it with other classes. What is important is that pupils at the end gets out with the same content; the same as the other pupils.

F: Well, according to your experience with the research memoir, do you think that it is important for teaching to carry out research on regular basis?

T: Yeah, Sometimes, yeah. [not for just the first two years in order to be confirmed in the job!] Honestly speaking, I find that it is a waste of time [really!] yeah, even this memoir which we are supposed to do in our second year, I find that it is also a waste of time. Well, because what is happening in reality is that teachers are taking from books and trying to connect ideas and write twenty or thirty pages. Sometimes they don't even know what is the purpose for this. So, you see? I find that it is a waste of time [em] I mean, if I may ask, what is the role of this memoir? Do you think.. Is it testing the level of the teacher or his abilities to write twenty pages? He can write fifty [em] but without a purpose. You don't gain anything from him [May be to get teachers to read certain books!] Well, I'll say to you the people or teachers who like to read, they'll read. I mean, those interested in reading, they will do it whether because they have a research memoir to do or they don't but if you force them to read, they'll read for this memoir and after that they will not. You see? So, I think it's a question of teachers and that they shouldn't be forced to do this.

F: So, for example, like.. There are hundreds of problems with teaching English in schools. For example, if you take the problem of testing, the problem of teaching listening, the problem of teaching writing, etc. There are problems, yeah? [yeah, I'll like this!] Should teachers be engaged in carrying out research related to these problems? Will the teachers in Lycée XX be concerned with finding out why their learners have problems with reading texts? [em em] That the research project at the level of the school.

T: Yeah, I like your idea. In this way we will have beneficial work. How? Now we are dealing not with theory so with something .. the problems with which we are

dealing or facing at the level of the school. When you said that for example, why don't we work in collaboration when we take five or six teachers in the school and we try to gether data from our classroom. What is happening? What are the problems? and together we sort out something. I don't know whether we write a memoir or..[there has to be something!] (laughs) yeah, of course! I mean, what is the purpose of it? [you collect the data?] and analyze it, yeah! May be exchange it with the other schools [or in seminars] Exactly! I mean, we like really something realistic. It's enough with these theories.

F: So, if a project like this is put in place, will it succeed?

T: Yeah! I mean the seminars which deal with testing and testing from our context because what we have is this Mr Allen or Mr X or Y comes from England and he is giving a lecture on how **he** or **they** British teachers deal with such tests or problems. Well, we can listen to them but, as I said, what could be done there, does not necessarily go with our pupils. We don't have the means to teach like them exactly. OK, even our objectives, I think sometimes, .. I don't know! The objectives can be different. For example, who knows whether our Ministry likes that people just have an idea about English; not be perfect speakers of English. [accurate and so on?] Yeah, accurate OK? We don't know. I don't know the purpose of the Ministry. Well, I think the purpose is to have perfect speakers.[But the purpose of the Ministry is specified in the official programme] eh.. For the learners [yeah! they tell you there are three objectives; this and this and that!] Yeah, well the objective is that the learner can interact with [the international community!] eh.. Whatsoever! I mean, the topic.. He can speak in the field of politics, sports, music, etc. [very vague!] Well, I'd say we can teach the pupils from the 4th form to the Baccalaureate to interact but do you think that someone who knows how to interact without help. The place or the atmosphere where he can really practice what he has learned [em] He can keep in memory or memorize what he has learned. I think with language. Well, if you learn the language orally. The spoken language. I know people who are illiterate. They went to Italy. They once spoke Italian perfectly but if you ask them now, they have forgotten most of it or a great part of it.

F : Yeah, this is due to what? Lack of practice?

T : Lack of practice, of course! Because these people don't write the language. They don't master the structure, the grammar, etc. They just know the spoken language to communicate. That's it. If you take them out of this context and you keep them six or seven years without practising the language, they will forget most of it. OK? So if our pupils get to the Baccalaureate and don't find how or when [and where] to use it or don't find where to practise it, they will forget everything [em] So, in this way did the Ministry reach its objectives or not? It wants people at a later stage not at the Baccalaureate to communicate in English, you see? I find this problematic. I don't know whether you agree with me or not [this is the 1995 programme for the 8th and 9th form? ] So, Well, exactly! I mean, the pupil who knows how to apologize, how to make requests, to give directions, to give instructions etc,etc. All this... Well, if you keep him two or three months without using them I think he will forget them[Yeah!] You see? So what shall we do here? I think the best way is when I teach the language; I teach the basic things of the language. I mean, I have an example of people who learned through the old programme; the Audiolingual. They are teachers of Arabic or French or Physics. When they come across a structure or a word or a

sentence, they understand it although they did not speak the language. They didn't even for [twenty years!] twenty years or more. What does this explain? What does it mean? It means when we learn the basics of the language, they will stick in your mind after that. They will develop. You can develop them. You learn how to deal with any situation to know this special language. Its the opposite now. You try to teach these functions without the elements of the language. Certainly they will forget. This is the problem we are facing now. I think that the pupils now even those who get the Baccalaureate and will study English, they will not have the same level as these old ones. And this explains and justifies why the level of the students is not the same and you are suffering now [yeah, yeah] I mean. I don't know whether you agree with me.

F: We are still talking about the ways for a teacher to improve throughout his career. What is the role of the *Formation Continue* in this development? What should be [Formation Continue] You know you have the regional seminars, *Journées Pédagogiques*, etc. Those events workshops etc.[yeah!] organised by your trainer at the local level or the regional level, what role do these events play in bringing about the improvement of teachers?

T: Well, do you know what is the number of seminars we have per year? [three] maximum three and the regional one, we have one per year and not all teachers attend. I mean, [a selection] a selection and they take two from the whole region or, for example, I went to Sfax only once in my second year.

F: During those four years how many times were you invited to a seminar? [one] just once? [once yeah! a regional seminar. It was in 1996. Each teacher goes only once, I mean] and at the local level?

T: At the local level, yeah. Let's talk about this one which takes place three times a year. The topics we are dealing with. If they deal with the problems in the classroom, you find all the people interested and try to chip in and provide ways to handle such a thing and if the topic is theory and all this, you will not find people speaking together and won't be listening to what he says. Ok? If you find people dealing with a seminar which is held in Sfax or some other place, and give just a summary of it. Well, you find people are following others are not. Well, this means that we don't really benefit from them except when they deal with real problems we face in our schools.

F: So ideally in what situation and under what conditions can the FC be beneficial for a teacher?

The role of the *Formation Continue* in this development? What should be [Formation Continue] You know you have the original seminars, *Journées Pédagogiques*, etc Those events workshops, etc [Yeah!] Organised by your trainer at the local level or the regional level , what role do these events play in bringing about the improvement of teachers?

T: Well do you know the number of seminars we have per year?

F: Three!

T: Maximum three and the regional one. We have one per year and not all the teachers attend- I mean [a selection] a selection and they take two from the whole region or, for example, I go to Sfax only once in my 2nd year.

F: During these four years, how many times were you invited for a seminar?

T: One.

F: Just once [once yeah!] a regional seminar in order to bring about improvement in the teachers?

T: Yeah, well, for example, if it deals with testing, for example, we have in these meetings some beginners who have never done a test so to test, especially now, in a communicative way.. We are not supposed to give isolated sentences but rather paragraphs. We give integrated tests this time. I means, if someone has never seen another test done by his colleague or someone who is experienced, he won't do this in a good way. Ok? So, when we have a meeting or a seminar something like that with some samples of tests, what are the good points in such a paragraph in this part. What we should avoid in this way you will initiate Ok? and, I think, you can benefit. You can get out something at the end of the session.

F: So can you come out with something to take to the classroom. So this is one. So, for example, let's say today the inspectors are going to talk about reading. Well, we will listen. We will benefit. How? When we find what he is trying to do and to convey to us is realistic. It can be done. So many times, there are things you cannot apply. Let me give you an example, our inspector in one [occasion] meeting or occasion said pair-work. Well, how you monitor this group-work. You know you have the classroom which is in rows. You can never have group-work [with rows] with rows exactly! I mean well he said you have groups and you have three cards; a green one, a red and a yellow. Well, if you pass by a group and you find that they are interacting. If they are, for example, talkative.

END OF SIDE A OF TYPE II

F: So when you go by a group which is very noisy so you raise a red card.

T: Yeah a red card means pay attention you are disturbing your friends [You don't send them out] No, No, No!. In the Communicative Approach, there's no way to send someone out [I thought may be like in football you send them out] yeah, (laughs!) it seems like football. Well, if you pass by another group and you think they are making a little bit of noise, you can raise the yellow card which means you should reduce it but sometimes you pass by a group which is interacting, talking, and they are not disturbing their friends he says carry on. So there was one teacher who said: « shall I bring a whistle? » as if it was a football match but do you think that you can do that in a class of forty and with pupils not all of them are interested in language. I insist on this we have forty pupils we cannot get all of them- forty of them interested because if they were not interested they will not pay attention to

these cards but if you find that only five are interested the others are talking and playing together it will become [even more ridiculous!] ridiculous, you see? When I listen to this I find what is said is unrealistic so I don't try to follow it. The inspector was speaking about reading, when I find that it will be applicable in my lesson I will try to follow it 100% why not? If it is not, I will try to take what could be applied and [discard] forget about the other one. As I sometimes say when if the inspector or any other person believes strongly in these ideas which he reads in books. Well, we were ready to bring him pupils and he'll try to attend a lesson in which the inspector gives the lesson in the way he likes. What is important is that the student or the learner at the end of the lesson gets what should be given to him [em] and the objectives are completed.

F: Now, when you started working as a teacher you already found new textbooks; *Communicate in English* So you didn't have to change all of a student. So went into the middle of a change! but talking about teachers who have been there for a long time and have been using the old textbooks and had to use the new textbooks. In your opinion what is the link between the FC like all these events at the local, regional, national level with the change. Whow should the FC the programmes of FC be in the service of introducing the change?

T: Of the new ways.

F: Yes! at the level of textbooks, change of method and so on.

T: Yeah! I think it shouldn't be done all of the time. Today let's forget about it.. The new programme, the new textbooks, etc. There will be a break even for the teacher who believes strongly in such ways [in the old way!] Yeah, in the old way. You know why? Because these people are convinced that with this method; this old one, they have good pupils. It means that this method with its gaps, you can get something. You can get good pupils which means it is not a question of method. Not only the method there are other factors, yes! and the teacher can... By the way, when you say this is the Audiolingual Method, etc. Not all the teachers are following it 100%, yeah! I mean sometimes we find that a teacher is following in the Audiolingual Method but he is taking from the Communicative eventhough the Communicative Approach at that time was not reinforced at all. [Em] you see? I don't know may be it is from his instinct or from his knowledge or his reading, previous readings or.. he finds himself that he is applying something new [new or not exactly Audiolingnal!] You see? It doesn't mean these are old teachers and these are new teachers but let's suppose now these old teachers with their method. I mean, they are now supposed to teach new ones in these seminars or these meetings, I mean. You said how important?

F: Yeah! how is the link to be established between new programmes and the *Formation Continue*? I mean, do you think there should be, if you like, a transition or an intermediate stage before teaching the new programme? [yeah!] Before teaching a new programme, there should be an intermediate stage.

F: Well, What do you think?

T : Well, If there is going to be a radical change there should be an intermediate stage. If there is introduction of the same objectives, there is no problem. You can change a little.

F : When you think of the Tunisian context, when you.. We had *English for Modern Life* and then we change into *Communicate in English*. There was a change, a radical change at that time but now from *Communicate in English* to *Say it in English*, it's not such a radical change, ist ?

T : Yeah, em..; I think there is no big difference between, as you said, *Say it in English* and *Communicate in English*. Just by means of seminars. When you have an inspector since he knows the book, when he tries to tell them about these differences; even the slight differences I think the teacher who has never taught *Say it in English*. Now when he starts teaching with it, he will not find difficulties. You find that it is almost the same thing that he is teaching [em] Just..I mean..what is clear in these 2 books is that functional language, etc . The old one, you study the functions but they are not explicit. There is a division. This is to thank. This is to apologise. This is to [You're talking about *Communicate in English*] Yeah, *Communicate in English*, and *Say it in English*. [em] Ok? because what is remarkable in *Say it in English* is that they would like to teach this. I don't know whether you agree with me or not? I saw the book yesterday in the morning before coming. There was a pupil who is weak in English and I tried to help her. She was in the 8th form. Well, I had a look at the book and I found that this is a lesson. 'Thanking', 'apologising' eh.. 'asking for request' something like that. Another lesson, for example, 'inviting', etc. So you find that [it is more explicit] Yeah! In the old book *Communicate in English*, you find a lesson. Sometimes you find implicitly .. implicitly you find how to express, for example, an apology or a complaint or things like this.

F: So if the Ministry were to introduce a new textbook for next year, so next year, let's say, they are going to have a new textbook not for the 9th form but 10th form (1st year secondary!) [There is going to be a book for 1st year by the way] yeah! Should it be that the programme of the *Formation Continue* be... that the emphasis of the year is going to be the teaching of the first year secondary book. So, throughout the school year, there is going to be; All the *FC* events; local, regional, national will be centred round the teaching of these textbooks.

T: I don't understand the question!

F: A new textbook is going to be introduced. The *FC* as a programme is going to be closely linked to this new textbook. So the sessions in the *FC* will be dealing with the teaching of lessons from this new book.

T: I think this is how it should be, of course. The Ministry .. I mean..eh.. this will help the Ministry achieve what it wants to get. I mean, if they don't have this *Formation Continue*, you find teachers teaching with the old method and won't apply may be what the Ministry like to see applied. I don't know whether you see what I mean [yeah !] eh... There is one thing which is very important. If there is this new textbook. I mean, if they are well-done. There is nothing which is perfect but I mean something which is done, which is taken from teachers. I think they are imposed from inspectors [em] whereas in reality they should be gathered from teachers



because they will make it into practice. I mean these lessons. [*Communicate in English* for example teachers were involved !] Yeah I like the book. [We have two inspectors Mr Jaoua and Mr Kâabachi and the others are teachers] yeah ! four teachers, I think eh ... I like it honestly this book. Anyway, in this book, as I said, if it's well-done so it's good. [There is input from teachers !] The Ministry tries to focus on how to teach it Ok ? because there is confidence in it [em]. Well, if it is just an intermediate stage, they know that later, three or four years later, these books will be changed. I mean there is a whole focus, a whole effort to teach and to teach teachers. To tell teachers how to apply it and how to use it and the appropriate way to use it and later, they will do start again and do the same thing they've done before so I think it's a waste of time here ! [em] you see ? you know whether it's a new book or no book, they always try to tell us what we should do. They believe in such thing even if they know that it will stop after two or three years, they tell you well, do this and then we'll see later. Ok ?

F : Yes, em so if you were a trainer from the position of trainers which is another step up... You have the Ministry, the trainers, themselves, their role is to introduce the change and to promote the change in pedagogical practice which is best in your opinion, to focus on theory or on practice?

T : I am speaking in theory. You see. I mean this is my opinion but when I really become a trainer...

F : So you like theory.

T : No I don't like theory. I like practice. Let's suppose now I am really a trainer [ahan !] practice is better. That's what teachers benefit from [Teah !] enough of theory. We read plenty of books but practice and especially when you go back to this context ; the Tunisian context, this is the best thing [now if] they try to do this by the way !

F : Yeah ! I mean when we meet with our trainer each time the first thing we start with is what are the difficulties you meet in your classrooms ? Well, we write. After that he tries to give us solutions. But this is the problem. The solutions are related to the Communicative. I mean how in this method [the official time !] how you can get out of this problematic situation. Sometimes you find things. Well, Ok ! you have convinced me and sometimes you find that it is unrealistic. You cannot start a debate with him ok that's.

F : So if trainers meet resistance from teachers. There are some teachers who'd say : « I don't want to use your Communicative Method I'm going to teach the way I always taught » what would you recommend that trainers do in this situation ?

T : Well, let's see first of all whether maybe this teacher is on the right way, I mean eh ... Well, it means that if what he is doing is of great help to his pupils and he is, if you like, he reaches the goals of the ... but in a different way. Well, we can forget about him and we have an example here. You know Mrs XX in Y [no ! no !] well, in seminars. Well this woman when she comes to seminars she's very funny ! I mean what does she say : « Well, the Communicative Method I will not teach with it. I teach in my own way » (he laughs) she strongly believes in her method whether it's Communicative or Audiolingual [we have to study what her style is!] but she

believes in her method. I don't know maybe she finds that she has good results. Our inspector does not want to get into conflict with her because she's a native speaker of English. Well, whose language are you teaching? you see? I mean she's teaching English so she knows how to convey, and get pupils master this language. I won't say better than other teachers or the inspector but just to give you an example of you said [the trainer's reaction to] yeah « resistant » teachers. This is an example of a resistant teacher. She's well-respected. She's a lady so they try to discuss with her how to deal with such or such a thing [and she always has arguments] Yes, of course. Yes, someone who strongly believes in something you can't convince him. Well, in the end they forget about her and the way she's teaching [but it will be a problem if there are 20 teachers like that in the Medenine area] yeah! exactly. If you have one that's Ok but if you have 20 that time what's the inspector going to do? Ok? [Yeah!] there's one factor which is quite important here which is the relationship between the inspector and the teacher. There should be a relationship of trust. What does this mean? Eh.. this teacher who is teaching is doing his job, I mean in the classroom he is not playing, he's not wasting time eh... He really likes that the forty pupils in front of him learn the language. I mean when you know that the teacher has this idea in his mind whether he teaches through the Communicative or the Audiolingual or any other method, even the methods coming later eh ... I think there's not going to be a problem if there's a slight difference in opinions between the inspector and the teacher. What is important is that the teacher is doing his job and I mean... eh... someone who is really working not those who are lazy and wasting time and not doing anything. Some people are like this but if you are confident that this teacher is working hard you cannot expect him to do anything you like which means If he knows that there are gaps in such a method, he will change I mean, he will not allow himself to make an extra effort because of such a method he will resort to other methods to facilitate the learning. [Yeah!] By himself you see? and automatically he will take from this Communicative, the one you are obliging him to use. You see? so this is my opinion. It's a question of relationship of trust.

F: Yeah so if a teacher is convinced that the Communicative Method is the right thing what could that teacher do to promote CLT?

T: I mean... [you are convinced about the Communicative Method and you want your colleagues to use this method] Well, it's very easy if you convince them, I mean, with real facts. Let's say, for example, that in a national exam. Let's suppose, the majority of your pupils get good marks Ok? Let's suppose I'm teaching in this school let's say I'm 'eclectic', for example. Let's suppose now that those who teach in a different way or using a different method. Well, the results are not as good as the others. It's clear when you discuss with them about what they're doing about how they convey these ideas, their ways Ok? you can convince them and you have evidence that your method is a good one [em] If it's the opposite now. How can you convince people to follow you if you don't have good results you see?

F: Do you think that, for example, that yourself when you have handouts and devise your handout according to the Communicative Method- So the type of exercises are different and you give this handout to another colleague, how would you encourage him to use it and apply them because it's difficult.

T: No, no, well, I don't know. I'm speaking from my own experience. There's great collaboration between my colleagues and me. For example, if I prepare a

worksheet, I'll give it to them I mean, we try to work together Ok ? and, as I told you we learn from one another. If this type of exercise doesn't go.. doesn't work, we try to omit it- We'll change. I like this exercise my colleague Mr bouabidi, you know Mr X? Mr Y and Mrs Z..these are very helpful teachers..anyway, as I told you there is collaboration and I think you are working [as a team] as a team and we are applying almost the same method. Well, approximately, I mean, we don't find that someone has [radical opinion !] yeah. I hope I have answered this question. [You know sometimes...] there is one part I didn't answer- « Now can you convince, I think, your colleagues if you have ... If you believe strongly in the Communicative Method ? » As I told you if you don't have an evidence that your method is a good one and is a practical one and beneficial for the pupils you cannot convince anybody. [em !] Ok so there should be results [you can't say, for example, that it is relaxing for the teacher to teach communicatively !] (laughter !) for their...[to convince them !] What is the purpose ? I mean what is the purpose of being fanatic about one method. If it is really a good one Ok. If it is not, you can follow them especially if their method is better than yours. In that case, you should learn from them. Yeah ? and try to initiate them may be [so the trick is that it works] yeah it works and there are good results. For me it's results. That's it. [Results in tests ?] in test and even language proficiency. These pupils of Ms Faiza, I mean, understand all types of texts- They communicate in a good way. The pupils Pf Mr Louati usually find problems and they don't understand the lessons quickly, etc. [It takes them half an hour to read a text !] So ? I mean. Thinking about it this way is clear that the method Ms Derbel is applying is much better, much beneficial for the learners. In this way I should go to her not she that should come to me.

F : So do you observe one another ? Go into each others' classes.

T : No ! we don't really have the time ! For example, Mrs Tayachi is now a *Conseiller Pédagogique* now Ok ? Well, she doesn't have time. For Mr Bounâbidi he teaches four classes of Baccalaureate and I usually have 21 hours/week..

F : How many classes of Baccalaureate level are there in your school ?

T : Three technique, four economics, two sciences and two maths. There are fourteen. Next year may be fifteen.

F : Now he had an opportunity to attend a seminar where there was a foreign specialist.

T : Yeah Dave Allen, I think.

F : What role do you think they play...should a foreign specialist play in the promotion of change ?

T : Sometimes I feel they have a sort of like... a business [ahan !] I mean people are interested in convincing us to use a new method. I mean, they have new books to sell. You see ? sometimes I ask myself do we need to listen to them ? To get everything they knew. Aren't we aware enough to know what is the purpose behind the new method ? We have for example. There was a teacher who was the father of the Communicative Approach [ha ! ha !] yeah. He came to IBLV and gave a lecture [Daoud ?] No an English one you know the name [eh... when did he come ? You're

not talking of Chris Kennedy or something ?] No, he has a book in Communicative Competence [Johnson] Keith Marrow. Well, there was a question from one of the students at that time... He said, « Do you believe after all this in the Communicative Approach ? How about your children are they taught with the Communicative Approach ». And he said « No » so you see ? He wrote a book about it to convince, I mean, all the people through what he said in his book whereas his children are not taught in such a way ! May be because he doesn't think it is really beneficial [em !] you see and this really happened. We burst out in laughter at that time [Yeah !] Ok ! May be I don't know whether you believe this but it is something contradictory but he said « no my children do not learn in this way. » Here you feel that these people have a sort of a product and like to export it.

F : But there is a general belief, though, that a foreign specialist when they go to a country like Tunisia or any other are more credible, that people believe them. They are willing to accept whatever they say.

T : Of course, what will they say ? after all, they are English it is our language and we are coming to the country with this new method. Automatically, people will be fascinated. I mean, this is their belief and the belief of some, I don't know, official or ... but when you listen to them. I don't know, there isn't anything new or what is new as I said, doesn't go with our context so we should not be fascinated with these people. We listen to them and if we like something in what they say that is really beneficial why not ? but if it is not applicable now, we will apply it later when we have well-equipped classrooms. When we have 13 or 15 pupils, etc. I do not want to mention all our problems.

END OF SIDE B OF TAPE II

F : Ok ! one of the meanings of teacher development also is the advancement of the career of the teacher. Taking into consideration the Tunisian context what can be the ways for a Tunisian teacher to advance in his career ?

T : Going through may be tests and exams organised by the Ministry.

F : You mean the test for *Professeur Principal*, Inspector etc ?

T : Yeah-! after five years you take an exam and if you succeed, an inspector attends with two colleagues, I think, or after eight years. You do not take an exam but you invite the inspector to attend one of your lessons which is one way. To become a *Conseiller*. Here it depends. I mean, if you like this job. If you really feel that you can help others learn from your experience [em] so you feel you are interested and people can benefit from your experience- and it goes with what is required. Exactly! What the Ministry likes. What you find and you prove this. You should prove this to your inspector. In this way you become a *Conseiller* [em ! but there is no money involved in being a *Conseiller* ; not much] I mean ... What do you mean by this [You don't gain much in terms of salary !] eh... Well, so people would like to have a change. May be reduce the number of [teaching hours] Yeah teaching hours instead of sixteen, six I think. May be they have become fed up with teaching a little bit. [Em] some others just because they like to ...They feel it is a better

position to some extent [you mean their status] yeah the status. And you can become an inspector [though it is not automatic] Yeah! there's another exam I think and Ok ? I mean, I think these are the possible ways. So I don't know whether you want to switch to another field like yours [em !] You will become I don't know a teacher at university but with a title P.E.S. and little by little you conduct your research [for your further degree !] I don't know. If you are allowed to do post-graduate degrees I don't know. Here whether you still like to study or not, you have the means to do it or not. It depends ! Some people would like to but they need the money. You know when you stop teaching and you'd like to carry on your studies you need [to invest] to spend money rather than gain. I mean in this way it's problematic. You see ? These are the possibilities I think.

F : So for you what is the most attractive one. Are you attracted to any one of these forms of career advancement ?

T : Em I wish I could carry on my studies and I had this year of DEA but what I got out of this year is that in Tunisia you find the obstacles. Many obstacles, I mean, which hamper one's advancement in his studies. I mean I didn't find this good intention that people will learn, know the language and about the language and become proficient whether professor or anything else. I found the obstacles are more than anything else. So when I said [what kinds of obstacles ?] I mean people who are ... For example, if you have in an exam 100 post-graduate students. You find those who succeed 5, 6, 7 maximum. It's a shame, I mean, People who normally master the language. Normally, I said and you find only this number. Which tells you it's something like mathematics. We don't want too many teachers just some of them. And sometimes you find only some of those who are privileged who can succeed [em !] privileged in many ways. This is the ... You know this in Manouba-- this is the wife of Mr X and this one is the fiancé of Mr X you see ? I find those people are more privileged than others [em ?] whether they have someone to push them. To help them in exams. In oral exams in particular or ... I mean, they were not, I mean, trying to cause their failure. They try, I mean, on the contrary. They will facilitate it. I don't know whether you agree with me or not [some of them]. Those who succeeded really are em more privileged than others Ok ?

F : But would you consider becoming a *Conseiller Pédagogique* or *Professeur Formateur*.

T : For the moment no.

F : You don't see it as career advancement ?

T : For the moment no. I feel I am still learning. That's a good characteristic I mean. Someone who recognises that there is still more to learn. That he is still learning. I think I can't really help others even beginners, I mean. I can help with just a small part of what I know and I'm still learning. You cannot help someone if you don't know much about it.

F : So in our system there are options for career advancement but in general what do you think will be the impact of career advancement ? on the teacher's development ?

T : The impact ?

F : Yeah if in a system there are ways to progress in you career, what will be the impact of this on a teacher's development ?

T : I didn't get what is the ... [influence of the availability of opportunities to progress in one's career administratively, financially and the influence of all that system on the performance or the improvement of the teacher ? The development professionally of the teacher.

T : I mean let's see whether I have understood the question or not. When someone becomes a *Conseiller* or later on an inspector, etc, etc [when there are options. There might be others] yeah, that's very important the teacher should not stay in this level all the time so he succeeds. He should feel that there are many directions. He could choose this P.P. or this or that and now the question is in relation to his [professional development. Remember that in the begining we agreed that 'teacher development' means keeping on improving. Making progress as a professional.] Yeah the same thing. I think it is important when we become for example, let's take an example. When someone becomes a *Conseiller* or an inspector, you are supposed to know more. At the begining you know how to teach, for example. An inspector knows the method required now, the different methods before. He should normally know how to get out of any difficulty. I mean sometimes the teacher does not know. In one word, he should be more experienced ! you know ? [more knowledgeable !] normally, yeah ! I mean he has to deserve this position at least. [em !] Ok ? I can't be an inspector without giving help to beginners. Something like that. Otherwise, I don't deserve it. [So in the long run it will influence the growth] I mean there is an improvement in one's knowledge in all fields pedagogy or even the language. You read more, you ... may be you take some ESP courses, why not ? [em !] so it is important to know not only the English you're teaching but the other Englishes; business English, etc. So you are promoted in your job and at the same time you improve your knowledge. I mean, it's important. They should go hand in hand. [Em !] and I think when you improve, this should encourage you more and more ! [em !] Ok ? you try, for example, when you improve, you get a promotion, etc. In this way, you will become obsessed by your work and more interested in other promotions ! I mean Ok ? You see ? You feel that you are moving not static at the same status. At times you don't feel the need to make a big effort. You are going to receive these 500 dinars and this effort is the same so why trying hard, you see ? so when you make an effort, you find gratification. You see ?

F : But you know when we look at the statistics you know. You find only a small percent of teachers are being promoted.

T : This is the policy of the Ministry and this is the capacity and the meaning of this at the Ministry.

F : There aren't enough openings for inspectors and

T : Unfortunately yeah ! These are our conditions and we have to accept it. I mean.

F : Ok that was the last question [the last question !]

T : I hope I have been clear.

F : Thank you very much. I just wanted to ask you about your opinion. How you felt during this interview as a form of feedback from my respondents for my personal use.

T : Well, I felt that you tackled quite important things, things which are happening in our system which happen everyday, I mean. Eh... and...and sometimes may be we don't find the opportunity to express what you would like to say. Sometimes, you feel things go wrong. They don't happen the way you like. Well ?

F : You mean in your everyday teaching.

T : Everyday teaching yeah ! Well ! you find some attempts to reform but they are not really the adequate ones or ? [em em] or the necessary steps to improve the system. Well may be you agree about these things with your colleagues you agree all of you but you feel you have nothing to change. You don't have the opportunity so you do your work and accept. That's it. We try to do your best to work in your way [em] what is important is that you convey what you believe in.

F : So what did you feel about this study?

T : This is what I said. It's an opportunity to reveal what is inside and I think what I said a great part of it is also the opinion of my colleagues so we share the same opinion. Well with some exception. Some people have other interests, etc. But at least some things which we agree upon but we don't have the means to change them or to express them sometimes you don't criticize the system in front of your inspector. I mean, after all he himself is [part of the system] yeah he is part of the system and he is supposed to reinforce it. You see ? He himself is sometimes the victim of the system. He is supposed to follow what is told by others. We are supposed to adapt.

F : The Ministry has asked me for a copy of the thesis afterwards so I don't know who is going to read it. (laughter)

T : Don't mention me !

F : It should reach policy makers.

T : Don't mention Medenine and me and the name- Well, I didn't say anything which is dangerous but this is how I perceive things. It could be correct, it could be wrong.

F : Em ok ! Thank you very much for your patience and collaboration !

(END OF INTERVIEW)

## APPENDIX 5.14

## TRANSCRIPT OF INTERVIEW WITH TEACHER 9

(September 28, 1998)

F: Thank you for coming for this interview and accepting to answer my questions [you're welcome!] I'm taking part of your free afternoon [you're welcome!] OK. can you tell me a little bit about your previous experience as a teacher. How long have you been teaching?

T: I have been teaching for twenty years.

F: And have you taught in the same school all the way through or did you teach in different schools?

T: Yes, my first year was in X school for girls and then I moved to Y.

F: Were you involved in a different job before teaching?

T: No.

F: So that was your first job. What levels have you taught so far?

T: So far I've taught all the levels; from 4th to 7th year.

F: You are using *Communicate in English*.

T: Yes. Plus I used the old books.

F: *English for Modern Life*.

T: Yes, *English for Modern Life*. I've started with these.

F: OK. What is the average number of pupils in your class?

T: Our classes are overcrowded.. between 35 and 40 pupilsso it is not practical for teaching. and the majority are not motivated so..

F: Your administrative status? P.E.S. or P.P.?

T: I'm P.E.S.

F: Have you tried to be a PP?

T: No, I never thought about it. Despite my friends encouraging me and most of them have tried but I haven't.



F: Now I'm going to take you further back to your previous experience as a learner of language. You learnt French, English and may be another language. So what do you recall from your experience as a learner of languages?

T: I wasn't a good French learner. I hated French and now I regret it [ahan!]. It is very helpful. When you are good at French, you are automatically good at English. So, I wasn't a good French learner but I like English very much and I intended before doing English to study Geography but I was told you must study mathematics so I changed my mind. I switched to English.

F: So, what do you recall about the way you were taught French and English?

T: English. We were taught translation from French to English [Oh Yeah! The Grammar Translation Method!] Yes, I was taught under the old régime. I started learning English in the second year of my secondary education with French teachers who taught us English through translation from French and vice versa.

F: Was there anything you liked about your teachers of English or French?

T: Yes, I liked their way of teaching although it was old-fashioned but the classes were not crowded.. Just 25 maximum 30.

F: Talking about improvement!

T: It's a discouraging experience with crowded classes.

F: And did you have a favourite teacher that you still remember even today.

T: Yes, but I don't know whether she is still alive. she was a French teacher and she made me like English.

F: What is it about her way as a teacher?

T: First I liked her as a person and then I liked her method.

F: What about her method.

T: She helped us. She was very kind. She made us do everything to have good marks.

F: What was the Baccalaureat exam like then? Did you have to translate a passage or what?

T: Eh.. The Baccalaureat! I had my Baccalaureat in 1969. I think it was a reading comprehension and then some translations as you said and then some phonetic exercises [I see] What else? Yes, and we used to sit for an oral exam. We had a written and an oral because we were arts pupils.

F: Yeah I read about this. What did you do to be a good language learner?

T: Yes, I was motivated. As I told you, I liked English and my teacher made me like it. I read books. I did many exercise to improve my grammar [at home] At home. I was very motivated. [You worked hard at home] Yes. [Did you use to read English books] Just short stories. They were prizes in English so I read them. They were prizes from the American embassy. (laughs)

F: As part of your university training, did you go abroad for six months or a year in an English-speaking country. *Le stage linguistique!*

T: No, I didn't go. Unfortunately my parents wouldn't allow me to go so I didn't.

F: At that time it was a one-year formula.

T: Yes, a one-year formula.

F: And of course, you didn't have a course in Applied Linguistics or teaching methodology. [No] When you started teaching, what did you feel was the kind or kinds of knowledge that you needed to have besides language?

T: Of course, methodology. How to teach. So what to teach is not sufficient but how to teach it. Hoe, if you like, to transmit the message to pupils. Sometimes when I teach i'm very disappointed. Isay what's the matter? It's either I couldn't transmit the message or the pupils couldn't follow me. I sometimes ask questions. Perhaps I'm old-fashioned. (laughs)

F: But nowadays to be able to perform properly, what kind of knowledge is necessary for the teacher, you think. Considering the new textbooks and the new context in schools.

T: First, you must have some culture because the new book; the 7th year book, is based on culture [American culture] Yes, and 6th form British culture. To tell the pupils about English life or American life. They don't know anything about them so they must be told about them. The problem is that we don't have enough material.

F: So here, for example, you are teaching 7th form and you don't have enough material about America so can you give me an example of the things that you said: « Oh! Wait a minute. I need to inform myself first ».

T: yes, for example, the first lesson is about geography in America so section 2 is about physical features [in America?] No, in the world. So the first questions were « what is this lake? What is this mountain? » So I must remember. I must know where they are because some pupils are well-informed. For example, last time one of my pupils said.. What was the question? Let me remember. Yes. We were speaking about Jamaica and one of the pupils said Jamaica was in Asia so I didn't stop and one of the pupils said « Oh Madam Jamaica is in America. » Then another student said: «It's neither in Asia nor in America » so I said « don't make me say what I haven't said I just did not correct him. That's all » So, I must know. Because my knowledge about history and geography is getting old. Sometimes I have to ask a teacher of history about certain events or certain places which are strange. I can look at the globe but...

F: It does not mean much. So in general you resort to other colleagues in the school.

T: Yes, I do sometimes.

F: But you need a lot of preparation beforehand.

T: Yes.

F: When you are using *Communicate in English* for 6th and 7th form, how important for you is it to look at the other books for the previous years.

T: Yes, of course I know all the programme. I know which lessons must be deleted and which must be taught. I sometimes out of curiosity I say why don't I use the *Guide Méthodologique*. Sometimes I take ideas. I take some lesson plans but I always consult it. I always read it. It's helpful. It gives you an idea but sometimes I forget about it. [yeah] When I don't need it. For example, for 7th form I never follow the *Guide Méthodologique* because we are told to teach each lesson in one hour. It depends on the class. [yeah] If the class is a weak class and one hour is not sufficient. So I never follow the Guide for 7th form. For the 6th form yes. There are some ideas, some lesson plans [yeah] especially for the Communicative Approach.

F: and have you looked at the new books for 8th and 9th form? Or the official programme.

T: Not the official programme. Because I had some relatives who asked me to teach their children so I was obliged. I'm familiar with the books for 8th and 9th form. [not *Spread Your Wings*] No [the latest one] No, and the *Guide Méthodologique* I haven't got but I know what's in the new books. As I told you some of my relatives asked me to teach their children so it was an opportunity for me.

F: So ideally speaking, how important is it for teachers to know about the rest of the textbooks in use? Did it have an influence on you when you are teaching 6th and 7th form? The fact that you know what's in the 8th and 9th form books.

T: No, but I can compare 8th and 9th books with 4th and 5th using *CIE*. I can see the differences and similarities.

F: Are there similarities?

T: yes! [Ahan] Nearly the 5th form book is similar to the 9th form book. I think the grammar is the same but the vocabulary is too much for 9th form pupils. Too hard. Imagine the old system. How old is a 4th form pupil? And the 8th form pupil 11 or 12 years [yeah].

F: So, it is now more and more common to have relatives coming to ask for help.

T: Yes, I've been asking myself questions.

F: Parents come and say my son is going to be in 9th form and I want you to help him.

F : In terms of pedagogy, how important is it for teachers nowadays to know about the different teaching methods? You were telling me about the way you were taught English. That was something I taught this year as the Grammar Translation Method. So my students who were in my class last year, when they are going to go and teach know about what is the Communicative Method and would know about the differences between each and so on. How helpful would you imagine this type of knowledge to be for them. I know you did not have that opportunity.

T: So you mean speaking about the old method and the new method..

F: All the methods that we saw throughout this century.

T: The old method I'd say was better. Regardless

F: You mean the Audiolingual?

T: The topics, the grammar and so on. I mean the pedagogy. Our level was better than this level. We used much French and English but now no French is used.

F: But we were taught through *English for Modern Life* and we didn't use any French, either.

T: No, just in case the students have a problem with one word, I explained it in French. They always say « what is it in Arabic? » Even now. I sometimes ask the pupil what it is in French just to make sure. Sometimes they don't know it in French and that's a problem. Only two pupils know it in French.

F: So, it isn't of much help to resort to French. OK. My question is.. To prepare a teacher for the future now, new teachers we need to inform them about the teaching methods that were invented before or do you think..

T: I think old experiences are not necessary. They are no longer used. What's the point of telling them about it?

F: But what if next year..

T: No, they must be told about the new methods.

F: That should be the emphasis. The new techniques they are going to have to use.

T: Ok. Would you support the ideas that, even though we have a Communicative Method in place, that you resort to some old techniques or I don't know old ideas.. or that are called traditional or according to the inspector may be 'bad' or the wrong techniques. Do you resort to some of these?

F: As I told you, I sometimes resort to translation and that's all.

F: You don't ask the pupils to repeat?

T: Yes, repetition is helpful for phonetics.

F:: Ok. How far do you resort to phonetics? Do you use substitution drills? How far do you go?

T: Yes, I use substitution for grammar and repetition for just pronunciation. Drill and substitution for grammar and sometimes for vocabulary; express differently and so on.

F: So, would you recommend that teachers select techniques like these and mix them with the Communicative Method. You are doing this. Would you recommend that other teachers do the same?

T: Yes, I.. OK they could integrate the different methods or the Communicative Approach but I think that some.. For example, we spoke about drills: grammar drills and vocabulary drills yes. I myself do it. When there is a grammar point, to remind the pupils of it, I write it on the blackboard. I ask them to express differently or to change from active to passive because the new approach [does not emphasise that ] No, does not emphasise and we don't say change from passive to active, we say express differently. The new test type is totally different. In the language part, you have mixed exercises. What we call integrative skills. It means different skills in reading comprehension. Skills speaking, reading, and writing. Of course in the paper too we resort to the new method and integrate; mix and blend all the skills. For example, Fill in the blanks.. Ok this is a vocabulary exercise but for grammar, the new method is to give them [the options] yes, or to give them the correct form in vocabulary and grammar at the same time [so it is no longer this is grammar and this is vocabulary now!] No. It has changed. Express differently can be both grammar and vocabulary. All this is blended in one exercise.

F: Ok, so what would you say to a teacher now who says : « I have one method and I don't want to pick and choose from different methods »

T: Variety is good. If you stick to one method, it will become monotonous. I sometimes do the same thing but then I say to myself « what about my pupils? Aren't they bored by this method? Let me change ». In the new method, change.. not that it is impossible but I find it...If you change, you will not be conforming] yes. May be it will not be suitable. So it better to stick to one method yes but it is better to change. Because if you stick to one method, you will be bored and your listeners will be bored. It is true.

F: Have you had the opportunity recently to go and observe other teachers? Did you attend demonstration lessons recently?

T: Yes, and this is what our inspector calls *recyclage*. Although we are old teachers.. I mean by old experienced, we always do and sometimes we're angry because it is on Saturdays [and Saturday is your holiday!] Oh yes, we are furious.

F: So when you went and observed teachers, when was it that you said: « Ahan! today I've seen a competent teacher »

T: OK All the lessons I have attended were good to some extent but sometimes I ask myself « why am I here? Why am I attending this lesson? » I have learnt nothing new. What's the advantage if you don't benefit from the lesson, what is the advantage?

F: So what are the criteria for you to be impressed and say this is a competent teacher.

T: First, a demonstration lesson is usually well-prepared. I've done two or three demonstration lessons. First, the teacher must be relaxed and it must be a well-prepared lesson. For the inspector and the other teachers who are invited, they can criticise you. Of course, they can criticise you nobody is perfect..

F: So, what is it that you ought to do so that you won't be criticised so much.

T: First, you must be relaxed. Xecond, you must use the Communicative Approach and the new method. Plus the class must be good [involved]. You must involve the maximum number of pupils because the teacher sends the message and the pupils must decode the message. So the teacher mustn't.. He has a limited time for speaking [yeah! So timing is important. Yeah.] What we call TTT [Yeah?] Teacher Talking Time [Ah!] This is the new method. Teacher's Talking Time [what does it mean? It has to be little or..] **Yes!** It has to be minimised (both laugh) the minimum. [They should add an M; Minimum Teacher Talking Time] It's minimised. The teacher is just a guide. He's here. He sends the message and the others..

F: So basically these are the criteria now.

T: Yes, for the Communicative Approach.

F: And preparing tasks. You have tasks..

T: Yes. I prepare worksheets for each lesson but of course the administration does not provide the papers so I ask the pupils to collect money and to buy the paper [ehm] because for the school this is extra work so they don't provide the paper. So, i prepare the worksheets with everything the title of the lesson and the different [tasks] the different skills; reading or writing. We must be specific. Reading/writing, listening/speaking.. So before teaching, you have to have a purpose. You must choose at least two skills and sometimes you can integrate three: reading/speaking/writing but you have to have a major skill. Of course, the lesson must be focussed on the major skill: reading or writing or speaking and so on It can be reading and listening. We can start by the end. There is no rule saying that you must start with the reading or writing or...

F: So, you have given demonstration lessons and have observed other teachers performing and you did not get much benefit ?

T: Sometimes yes. I really ask myself sometimes why am I wasting my time. I have learnt nothing new.

F: So you were describing the way probably the way your inspector translates the Communicative Method or how he or she wants you to perform a lesson. So what if the teacher is a little reluctant?

T: No, sometimes when the method.. or the exercise a teacher adds she says this is good. If it is a very challenging exercise. She criticises and she wants us to use the CA but when we suggest something new, she says OK.

#### END OF SIDE A (TAPE 1)

F: I was asking how important for the teacher to be in harmony with the inspector. In terms of pedagogy.

T: In terms of pedagogy, you must be in agreement with your inspector because disagreeing with your inspector means you will be using your own way. Of course, if you do that you forget about the programme officiel which you are obliged or supposed to follow. If you want to teach your own way, you can but..

F: What will be the problem?

T: The problem will be that the programme officiel is forgotten and the inspector is forgotten and so on.

F: And that will have repercussions on the learners?

T: Yes, you will be using an out-dated method.

F: Yeah. OK. And at the level of the school itself. You know teachers have their own ways and their own convictions.. Some are convinced. some are more convinced than others about the official programme and so on. How important is it that we have harmony at the level of the school as well?

T: Between colleagues we can sometimes have problems for designing a paper

F : What do you mean by 'paper'? A test?

T : Yes. Some teachers want to design types of tasks which would be given in writing. They want them to be in language and vice versa. Some teachers choose very hard tasks [demanding] Why? We are not punishing pupils. We are not penalising them. We are helping them.

F: So how can the problem, if there is one. How can it be overcome?

T: I think the problem can't be overcome.

F: Really!

T: Between colleagues it's OK. We can always agree in the end when designing a paper but when there is a man teaching with us (laughter) Yes, this is true. This is what happens every year when we design a paper for devoir de Synthèse and there is a man with us. He wants to impose his own exercises which are very hard for the pupils and which are not related to the programme. For example, speaking about America.. He brings a task about animals and so on. What is the relation between animals and America? Pupils are supposed to know about this vocabulary [Yeah? So..] So we decided to design our papers between women. (laughter).

F: And do you collaborate with him for the preparation of lessons?

T: This is what one of my colleagues once told me. She said: « I have never seen you collect from one of us a lesson plan ». I answered: « What's my job if I ask for a lesson plan? »

F: yeah but it's a good idea!

T: Yes, I pass my lesson plans to other teachers and they use them. I see them in the copybooks of other pupils and I say: « Oh this is my lesson plan ». And sometimes they keep it in my own handwriting. Even my handwriting is used. So I have never resorted to anybody. I rely on myself. It's better to use your own lesson plan!

F: So you have never used anybody's lesson plan because of the problems. When they see it in pupils' copybooks, what will be my reaction? I'll be ashamed of myself [yeah] teaching for twenty years and, if you like, robbing people's property. That's what I call it. I always rely on myself and my husband sometimes says to me: « I have never seen a woman work like you ». I always renew my worksheets and if I have repeaters in the class, it is impossible to do the same thing I did the year before. I have the right to change a bit.. a bit.. to omit an exercise, to add an exercise.. I never take any of my colleagues' worksheets.

F: Now I'm going to go a bit into depth about Communicative Language Teaching. One of its highlights is the use of pair-work and group-work...

T: First, you have the highlights but you must have a purpose in mind. You design a reading activity, Why? What are the pupils going to read for? There must be a message to be decoded. Who reads what and for what [purpose]. So there must a reader who reads but for whom? [yeah] Why? The purpose.

F: yes, a purpose. Now your opinion about the use of pair-work and group-work. Is it true that the introduction of such activities as part of the new pedagogy.. Does it contribute to learners' success with learning English.

T: Pair-work. It is possible but group-work.. It becomes like a bee-hive (laugh) so I think group-work is better [pair-work you mean] Yes, sorry! pair-work is better for pupils because you make them work. If you do the work yourself, the students are receptive and not productive. So, pair-work makes all the pupils.. all the pupils .. nobody is neglected or forgotten.. weak pupils collaborate with good pupils and even in group-work.. groups of four not more is good too because all of them try to give their ideas and to participate.



F: An you will be walking around and usually the criticism is that in pair and group-work the learners...forget about the noise. They seize the opportunity to talk either in Arabic or French.

T: Yes, just this morning when I heard a lot of Arabic I said: « it is not an Arabic lesson. You must speak in English ». It is impossible. They think in Arabic.

F: So how can this problem be solved? How do you deal with that?

T: First, i forbid them to use Arabic and I say even say it in French if you like and think about it in French because Arabic is their mother language and it is easier for them to think in Arabic. Sometimes in a writing paragraph, I find some Arabic ideas translated into English. it is simpler to translate from French to English [it's closer] but sometimes

F: If it comes from Arabic, it sounds strange. Yeah. Now another aspect is the emphasis laid on interaction. The assumption is the more learners interact, the more English they learn or the better English they learn. I don't know about this but what is your experience with that?

T: What you are saying is true because if the learner does not interact, the message is not transmitted [yes, and it is one of the objective, yeah] and I sometimes ask a question and only two students interact.. That is they react.. they have the answer immediately and the others are sleeping. I don't know why perhaps because they don't understand. For example, when I ask in an oral test.. we have oral tests daily [ehm] ten or fifteen minutes before the lesson starts.. sometimes I say to them to close their books and copybooks and I take my notebook and they understand it is a penalty for them. Some pupils when I ask questions, they don't interact. They are here and although I give them something to prepare at home.. a paragraph or some ideas or the end of the text to finish. They don't prepare. They ask me to repeat the question and I say: « No, I don't repeat! you must keep awake ». Some pupils are willing to interact more than others.

F: What is the explanation you think? Is it a question of English?

T: First it is a question of laziness. Some pupils are lazy. Some pupils are very weak. They have no basis for.. [For English. They've lost track] Yeah, only the best students react immediately and sometimes they prevent me from working. [They are too active!] yes, of course. What do the good pupils want to do? They want to give you the answer. You give me the answer and the other one repeats it. I say: « OK I'll give you a zero ». I warned them last week about the three situations in which they get a zero (interviewer laughs). Yes, the good students think they are the only ones in class. I say Ok you've got a first mark but what about the other pupils. So I give a zero to the pupil who answers without being asked. I give a zero to the pupil who cheats.. uses his book or copybook when I'm giving an oral test. I give a zero when a pupil.. Now what is zero number three (laughs).. if they copy from the paper..

F: Anothe raspect of Communicative language teaching is that through the types of activities and they perform.. the tasks and so on.. the learners are taught to be autonomous.

T: Of course, just like the teacher who wants to be autonomous.. who wants to be independent and I mean by autonomy for the teacher not to use for example other colleagues' lesson plans, not to copy lesson plans from the guidebook.. The pupil wants to be autonomous. Autonomy is good for everybody. It shows that you are developing .. If you always depend on people, one day you'll find it difficult to depend on yourself. Like children they have to be taught autonomy. In Tunisia, children are not autonomous. They are always followed by parents. That's the problem.

F: What can the teacher of English within the limits of the context we have, the programmes, the textbooks, teach the pupils to be autonomous? Because we know the objective of the programmes is to produce the independent, autonomous learner who is going to go out in the world and use English.

T: Yes. First of all the teacher must give the pupils initiative and, of course the pupil who is given initiative is afraid of making mistakes. I say OK repeat your answer.. make mistakes.. we all have made mistakes before [yeah of course !] If you don't make mistakes, you don't learn.. and we were corrected.. we had the opportunity to speak. If you don't speak, how can I know if you are good at grammar? If you make correct sentences.. How can you correct yourself if you don't speak so I encourage them to speak. It doesn't matter. I myself make mistakes. I'm thinking of one word and I write something else. So it is important to give them more initiative and this will make them feel free. This freedom of course makes them express themselves. Expressing themselves makes you, if you like judge the pupils [better] yeah better.

F: So what do you encourage them to do out of class to be autonomous and to learn even more English out of class?

T: This is the problem. Our pupils do not read books at all. This is what I was telling them this morning. The text was about TV and reading books. Some of them answered that they read in Arabic and French but not in English. I said OK start by reading just short stories in English.. easy stories.. They were 6th formers. I'm sure the majority of them do not read books. Television.. with the dish. Oh my Goodness ! It's a home invader if you like. My own daughter.. I see this.. Television is sacred for her. She says: « don't ask me. I know what I'm doing [aha] I watch my favourite programmes and then I study. » She's a university student and last year she graduated in accounting. She says don't bother [don't try] don't try to persuade me. I can't live without television. With the dish it is worse.

F: Why don't our students take advantage of the BBC World or CNN and watch programmes to improve their English?

T: To watch TV to profit from it is good but watching the Egyptian series.. I sometimes ask my daughter and say why am I watching this ordinary story.. Always the same thing. If you watch different things, you profit. What is the advantage ?

F: So here the teacher changed and is now conscious of the fact that he is to produce autonomous learners. The learners in turn are they ready for this change or do they still expect that the teacher be the informant?

T: Sometimes yes. I sometimes give the maximum and they are just receptive; not productive.

F: And why do you do that?

T: I teach a lesson and sometimes one or two pupils answer the questions so it is not what we are required to do but what can I do? I must teach my lesson. We have time devoted to each lesson.

F: Have you noticed that students expect something different?

T: I think that learners try to rely on their friends.

F: This is a new strategy?

T: Yes, this is a new technique.

F: What used to be provided by the teacher is now provided by a friend.

T: I'll give you an example. In the paper [the test ] Yes. I don't supervise the test. Other colleagues supervise the test so when I correct I see that the good pupil is sitting in front and the others behind him and of course when I correct, I remark it and omit some points; I say: « don't tell me you haven't copied because I know who is good and who is bad. don't teach me who is bad. I know from your participation, from your homework » i judge the pupils and the majority of our pupils are weak you know? They have no.. because they are weak in French. As I told you, if they are good at French, they are automatically good at English.

F: If I understand well, what you are saying is that our students have not really switched expectations.

T: They are still waiting for the answer given by other students.

F: How can the teacher resist such role?

T: Of course, I try to encourage them. I tell them it is better to rely on yourselves because the teacher will punish you and so on. How can I convince them. Of course, they are lazy. I tell them « nothing comes to you on a silver plate » [ehm] We work to get a salary. You must work to get a mark. [a degree] You can't without a good mark. I say to them « if I'm absent one day, I must bring a *certificat médical*. » I try to give them concrete examples. Some of them say « what is the advantage of getting an education if we get a degree and there are no jobs ». This is a strange mentality but it is probably a reality [ it is a reality yes.] A reality for them in their surrounding and so on. of course, there is the influence of the family. Why are you studying? Why are you studying; it is better to go out to work and bring in money. Even if they are willing to work, they listen to their parents [or older brothers or peers] Yes. They say to me « why study? » [so they're looking for easy money or what?] I don't know. I say to them « you can make a lot of money by selling drugs. That's the only way (laughs) but if you are going to do honest work, you can't make a fortune. »

F: Now I'm going to talk about the question of teacher development. How a teacher develops as a preofessional.

T: Yes?

F: What is your understanding of it? How do you understand teacher development? It's a tricky concept I know.

T: No, being a professional in your job.. and development means autonomy, freedom. how you improve your level. How you develop your skills. You must develop your skills. You don't always know everything so development involves constant 'recyclage' [yeah] I mean by 'recyclage' not down to earth lessons as we do them [ehm?] Something new.. some new techniques because we have leant the old techniques by heart. [so you expect illustration] of new techniques [new ideas] exchanging ideas between teachers. Why not? In our job if you do the same thing all over again, it will be a routine. I sometimes feel it when I teachthe same thing twice.. when I have the same level. I repeat the lesson twice and sometimes three times the same day and if I find a way of improving it.. any contact with other colleagues which contributes to my development, is welcome. Development is necessary. If you remain in the same stage,..[you are going to regress] So it's better to develop.. to be autonomous.

F: So what can be the sources of improvement for the teacher? Of development.

T: First we need materials.

F: What do you mean by 'materials'?

T: Resources reserved to teachers. We improve our knowledge when we have books at our disposal.

F: So books about ?

T: Teaching methods.. books informing us about some techniques if they are new. So what we need are books. For example magazines to use them as visual aids. If I need a magazine, I must go to the American Centre or to the British Council.

F: Magazines in English.

T: Magazines about America, about Englsand. American life and British life.

F: In order to keep informed..

T: Yes. about current events [ehm] especially in Britain and in America. These would be very helpful to us because we are obliged to read. That way we will be up-to-date. We have nothing; just the textbooks and the *Guide Méthodologique*. We are very limited.

F: You mentioned colleagues and you mentioned books related to teaching but they are not to be theoretical. rather practice-oriented that have steps in them or including suggestions for procedures to use in class. Now I would like to ask you about the

system of professional training we have in place or what we call *Stage* or *Formation Continue*. For beginners.. I would like to ask you about your Stage. I don't know whether you had one at that time...

T: Yes, I'll tell you an anecdote about myself. When I started at Lycée Radès, the inspector was another one.

#### END OF TAPE ONE

So when I started teaching, the inspector came to inspect me. I just used one skill and I just wrote a few comprehension questions and a lot of vocabulary and I asked the pupils to read and to answer questions. When I finished the lesson, the inspector said « Oh, that was a vocabulary lesson. There was no reading in it » So training is helpful. After many sessions in training, attendance of lessons and, of course, we had to.. If you like... In the second year we had to prepare the Cahier de Stage but in the first year it was only training. We attended some lessons and we copied them and we gave them every fortnight to the inspector. every two lessons, she took the notebook and she controlled it. In the second year, we had to write the memoir and I chose to write about the teaching of vocabulary.

F: So how beneficial was it. Was it a learning experience?

T: yes, of course. So the training was beneficial...

F: The research.. how beneficial was it?

T: It helped you express yourself about a certain topic and of course the inspectors gave comments about it. The training is very beneficial. It teaches you. It gives you a lot of pedagogy..watching old.. The way it goes is that an experienced teacher gives a demonstration lesson and teaches you how to do this and of course during the training when the lesson finishes [there is a discussion] there is a discussion.. just like the teacher and pupils and the inspector ask you : « give the different steps used in the lesson. What do you call this technique? What do you call this skill? » [so you were like the students!] Yes and until now. Teachers are like students. [but your inspector doesn't do that and tell you directly what were the steps?] yes. Ok Mrs X what were the steps.. Mrs Y what was .. and of course.. [what if you were sleeping? (laughs)] or talking. Whe does that with the talkative teachers. She always says « you colplain about your talkative pupils. How about you? » (laughter). yes, I sometimes happen to be sitting next to a talkative colleague and I will have just one ear with her and she unexpectedly asked.. You are ashamed.. the same situation as our pupils. She complains to us and says ...

F: Have you noticed that in Tunisia teachers other than the Stage or the research *mémoire*, they don't do any more research.

T: I think that research is part of the teachers' work but I've never heard of a teacher doing it for pleasure. [no!] We have no time.

F: They will be doing it for what?

T: For deepening his or her knowledge.. For getting a degree.. But for pleasure No.

F: But if there is a system in place. let's say Your trainer says/ You Mrs Mellouli you are going to investigate why the weak learners are left out in pair-work or group-work. To allow you time to do that, I'll reduce three teaching hours from your timetable. » Would you be happy to do it? and to carry out this research.

T: I prefer teaching to carrying out research. Honestly! First, because research requires time and you must be totally devoted to this task.[yeah] If you have a family and children, I think that your time is very limited unless you sacrifice one of them.

F: There must be some prospect after that.

T: First you must have an objective. Why? What for?

F: So three hours are not enough (laughs).

T: So I prefer teaching.

F: So after being *titularisé* after the first three year, the stereotype is that they don't find a purpose for doing anything else. How can teachers keep on improving even after that?

T: Yes. The first thing we want to have is *titularisation*, of course. It's a normal thing [this is legitimate of course] when you are titulaire, nothing can happen to you and if you are on good terms with your inspector and this is my experience.. If your inspector invites you to a training session, you always go and asks you to do a demonstration lesson, why not? So I'm always in good terms with my inspector and I'm sure If I think about it that if I apply for the PP, I will get it but I'm not sure I'll get a good mark. She will come with other *Conseillers Pédagogiques*. many teachers try to sit for the PP but I think for teacher development , why don't we train in Britain or in America.

F: So you think this is something lacking!

T: Yes, we need some practice..Listening to native speakers [to brush up your English] Yes, freshen up .. brush up our English and listen to native speakers. When I listen to the BBC or NBC, Oh, it's a pleasure for me! [it's like the story of your daughterwith TV (laughs)] It's totally different. Tehy speak about completely different things.. About business and politics not love stories (laughs).

F: So if the people in the *Direction Générale de la Formation Continue* ask you this question: « What should be our focus next year ofr the FC; *Journées Pédagogiques* and eh.. »

T: OK first JP and second training abroad. We need

F: So what should be the focus? What should they tackle? Those future programmes if they have them place.

T: I don't understand you. What do you mean?

F: They are going to make a plan for next year.. About what the JP are going to be about.

T: Yes, it is better to have a plan.

F: Yes, but what will be the content? So what do you think should be there?

T: So the emphasis should be the techniques we have and if there are new techniques, why not exchange them with teachers. Why not?

F: So any new ideas

T: New techniques.. exchanging ideas with teachers about their experiences [yeah] This is very crucial. To have the sme team speak about the same techniques and there are no ideas or new experinces so?

F: So if we think of the different skills and even though the skills are integrated today, what should be the focus in these teams? Teaching reading..teaching writing..teaching speaking. I don't know!

T: Of course, I think that reading has its share. More listening.. adding more reading passages and these passages must dealwith the topics in the book.. in the programme and related to English and American life.

F: So you'd want them to dfocus on the teaching of listening? To give you samples of teaching materials to be used in listening but how about the way of teaching listerning?

T: If you are given the materials, it's up to you. You must be autonomous [ahan.. ahan] The teacher must know how to design a lesson. When I'm given a text and i must prepare a lesson, I look at it and say « what are the questions I'm going to ask? »

F: So you're suggesting material development and adapting teaching materials for listening activities.

T: I think the first one.

F: If trainers were to introduce pedagogical change.. Now we have 8th form, 9th form. There are now teachers who have never taught the 8th or 9th form and probably haven't seen the books.

T: Of course they have an idea about the books. I have never taught 8th or 9th form but I have an idea about these books.The teachers who do not have these levels, I think it is better to train them. It is a new experience!

F: So you are suggesting that trainers now focus on the new programmes. When I started teaching, I taught 4th and 5th form for three or four years and then suddenly I was given 7th form and I said why not? It is an opportunity to learn a new thing and now I've taught all the levels. I know all the books: 4th, 5th, 6th and 7th form. So for 8th and 9th, I know the books but not for the 1st year new system. I've bought it but I haven't had the opportunity to look at it.

F: So judging from your answers, you're suggesting that trainers focus on practice.

T: Yes, practice. Theory.. We don't need it. What we need is practice.

F: To be shown ways to practise?

T: Yes.

F: How can that be done?

T: This is in the *Journées Pédagogiques*!

F: Yes, and what should they do? So how lessons on video?

T: Sometimes video is used. Workshops also. sometimes they show us a teacher and then we have workshops. The workshops are very helpful.

F: And what do you do in the workshops?

T: We have discussions

F: You produce materials?

T: Yes. Sometimes we are given worksheets or some text and we prepare a reading comprehension activity or some samples of writings which are corrected and we discuss whether we agree or disagree with the way they were checked.

F: So if trainers..

T: Sorry! We are asked to work in groups.

F: So, if trainers..

T: and group leaders are expected to.. the trainer appoints a group leader and asks her about what must be done asking questions, for example.. Finding questions.. Giving ideas and so the group leader will speak for the group.

F: Usually experienced and novice teachers work together [yes] How do you find the experience?

T: It is beneficial to have experienced and inexperienced because the inexperienced teachers are usually reluctant to.. [are not sure of themselves] Yeah they prefer to sit and to listen. They prefer to listen so we make them participate. It's better. There is interaction.



F: And what is the role of visiting specialists in helping teachers in general in this context of FC and when you have new programmes etc.? Have you been to a seminar when ..

T: Yes. We had many seminars so far. A seminar about testing. How you test and why you test. At least three seminars. [Was it last year?] No, it was three or four years ago in *Lycée Bourguiba*. We had Dave Allen and he spoke about testing and we exchanged experiences and it was about why we test and how we test.

F: So what is the benefit of inviting foreign specialists?

T: Yes, it is beneficial but only to some extent. When we go back to class and we want to use this with our pupils, it is sometimes impossible. Native speakers I'm sure are better in expressing themselves..in participating so .. but in Tunisia students are reluctant to speak. They are not willing. We must push them. If we don't push them, they won't speak and of course, they don't participate. So it is different. May be this is beneficial for us teachers but for the pupils. I think it is not feasible.

F: Yeah, I was talking just of teachers. The benefit for teachers. Do you think the foreign specialist plays a role in introducing change that way? When they come and talk about things like this, do they participate in the introduction of change in testing?

T: Yes, they suggest some changes. We like these changes but we can't.

F: The very last question. we were talking about teacher development a moment ago. Part of that improvement is advancement in one's career.. Becoming a PP , becoming a Conseiller and so on. How attractive is this to you?

T: Yes. First to be a PP, you must master all the levels. Part of the questions that you are asked to be a PP are questions about the other levels. You must be asked about the levels you taught and the levels you haven't taught. one of the questions is « why do we teach this grammar point? What is the programme in such or such level is about? » that's what the PP is about. As I told you, I'm afraid of having a bad mark. This is my first worry. Second? it doesn't appeal to me. I'm not attracted to it. I don't know why.

F: So you don't think that at the level of the school or at the level of your principal.

T: Yes, some of my colleagues.. I asked them why they want to be PP and one of them answered that it is because of the difference in salary. Number one is financial. Number two, she said that it is a question of prestige. That is when you're a PP, you're saying « don't speak to me I'm a PP » OK! What's the difference between a PP and a PES

F: May be down inside you feel a better teacher once you're a PP.

T: My daughter is always encouraging me and says « why don't you do it? Are the others better than you?

F: Because she is an IHEC graduate!

T: No, it is not because I'm better or worse. It is because I'm satisfied with my situation. I'm respected in the school where I teach. I respect them and they respect me. I have no problem with the administration; Why do you want me to change and become a PP. I asked some colleague who became PP and went to IHEC or IPEST OK? Their problem is the lack of materials. They lack books. They must prepare lessons. So why do I oblige myself to look for my lessons.. to go to the American Centre and to find no books. I have my textbooks and the Guide Méthodologique and know what to teach.[so you are discouraged!] From my friends' experiences, I'm discouraged.

F: How about becoming a *Conseiller*? Would you consider that if the trainer chooses you?

T: Why not?

F: How do you see that as more rewarding?

T: Yes, it is more rewarding. It's prestige after twenty years of teaching, it gives me more value. Prestige and value. This is what we are now looking for..Not me but what people in Tunisia are looking for. Prestige.

F: But that means also that you will do less teaching. You will do the other half of the time different activities like evaluating the teachers. How do you see yourself doing.

T: Yes, evaluating teachers. So I think less teaching but evaluating other teachers is a good experience.[that will be interesting!] It's worth doing. It will be something new. I think it's good for you to evaluate another colleague but sometimes you can misjudge. I think the experience is worthwhile.

F: And do you consider becoming an inspector? (both laugh)

T: I haven't considered it so far but if it is possible why not? It's not stressful for me. We are constrained by time.. By the programme and especially 7th form [you have to prepare them for the exam] and you have to give them a grammar review. You have to prepare grammar and vocabulary exercises. So it takes time! With the holidays and the *semaine bloquée* [yeah!] Oh, my Goodness! on the *Guide* you have sixty-five hours [they do not count the weeks off] three hours for the week of the 7th of November, six hours for the first term holiday, and sometimes there are other holidays and three hours for the *semaine bloquée* are gone. See how many hours are lost? [Yes, we have the same problem at university] And when you mention extra hours to pupils No.. No [You have to pay them!] Yes, sometimes I come and there are just three pupils. I say to them: « I'm not the one taking the exam. You must be conscious »

F: Yes. OK Thank you very much for this interview.. for your patience.. for allowing time and being so open about it.

T: You're welcome.

F: Just one question I'm asking all my respondents. How did you feel about the issues raised during the interview?

T: Yes. the issues are very interesting and the topics very timely.. very relevant [ehm] and it has a direct relation with my profession [the situation] the situation made me say what I have to say and I couldn't say frankly and give you some ideas [insights from your own experience] my experience with the old programme and the new one. I hope that these insights will be helpful for you.

F: Thank you very much for your time!

T: It was my pleasure and I practised my English. (laughs).

(END OF INTERVIEW)

## APPENDIX 5.15

## TRANSCRIPT OF INTERVIEW WITH TEACHER 10

(26 September, 1998)

F: Thank you very much for allowing time for this interview although it was within short notice. The first part of this interview is related to your personal experience as a teacher. So can you tell me about your previous experience in teaching. How long have you been teaching?

T: I've been teaching for fifteen years now in the same big area of X. That is, in this area and its surroundings.

F: Have you taught in different schools?

T: Oh yeah! That's the third school since I started. My first school was in Y; that's about fifteen miles away or twenty miles. This lasted for five years and then I moved to Z for two years and in the beginning of the third year, I had to move to this school which is totally different from the other schools and with a different population of learners. Only those with high scores are allowed to join this school [so you are dealing with high achievers] sort of... sort of!

F: And what levels have you taught so far?

T: Well, I can say I have taught all levels because when I first started, I had what we call intermediate levels (4th and 5th form) in the first year and then A level students... and when I came here; that is, seven years ago, I had to start with beginners; first year students which you only find in pilot schools not in other schools and simultaneously I had to move on as the level of students increased.

F: So, have you taught the 8th and 9th forms that have been introduced ...

T: No, no... simply because in the pilot school in the way things now function, we get students after the Middle School National Exam (*neuvième année*). We have only students in the 4th, fifth, sixth and seventh form.

F: Have you been involved in a different type of job before?

T: Well, as a student. You know? Different types of jobs which had nothing to do with teaching just to have some extra money, you know? Student jobs but as a career, my only career so far is teaching. In the meantime, I had the opportunity to be a *Conseiller Pédagogique* [before ... not now?] Not now anymore because from 1992 to 1996... At first it was just a *Conseiller Pédagogique* but in the second year I was *Conseiller Pédagogique*

and acting inspector. It was a fruitful experience anyway.

F: Yeah! And what is the number of students in your classes now?

T: The average is 28 students; no more.

F: Now as a learner of language, can you recall the days when you were a learner of English or a learner of French? [Sure!] What do you remember about the way you were taught these languages?

T: Eh... as soon as I started teaching, spontaneously I recalled classroom situations from my learning experience. At first I couldn't determine the difference technically between the two situations and, as I said, **spontaneously** I had the tendency of trying to imitate in one way or the other past learning classroom situations in this new classroom situation, but thanks to the training given by the inspector, and thanks to different sorts of literature,... You know anything the teacher reads he ends up by finding out about the difference between approaches and...

F: In the beginning you couldn't determine the differences but with experience, what do you think now? Have you decided that there were things you won't use now or...

T: Oh yes! There are things which I'd say you'll never give up despite the changes; the official changes. I think there are sort of 'marks' or 'markers' that you cannot get rid of.

F: Do you have an example of these things?

T: Well, although now we have some technical labelling with the approaches but there are things which marked you as a learner especially in terms of communication between the teacher and the learner and the way to motivate the learner. You know? A new subject, a new language with the whole cultural dimension..and the way to motivate the learners in the old days when I was a student still marked me and...

F: What were the things that the teacher did that, as you said, that 'marked' you?

T: Eh... [in terms of motivating you] Oh yeah. Sort of having a personal record, you know, apart from the official document we used to have; that is, the copybook. A sort of personal portfolio or diary where, you know, pick up certain proverbs or expressions, idiomatic expressions, information about the system in Britain like the Royal Family or schools in Britain. You know? All those details which bridge the gap between the local context and the target context.

F: Those were things that the teacher brought into the classroom as addition or...

T: Oh yes. Sure!

F: Were they things that he assigned or... did he recommend that you use a diary and things like that? Your teacher.

T: Yeah! That was my answer to your question; that is, things that you use from the previous experience. It is this.

F: So now as a teacher you recommend it.

T: Sure!

F: Was there a teacher that you had and who was really your favourite?

T: Yeah, the first one. The first one because the first one gave me the opportunity to have the first steps in that new world. [So that 's the teacher you still remember] Yeah! [Was there on the contrary a teacher you disliked] Oh yeah. Sure!

F: Which one?

T: The last one. (laughs) Strange enough **that** teacher was absolutely the opposite of that first teacher; that is, a de-motivating teacher. He was there worrying about the final exam and having the textbook and the reading passage and the comprehension check and that's the end of it. English as a subject meant just getting trained for the final exam. That's it! That wasn't really motivating but I had to do with it.

F: What kind of learner were you?

T: Eh... [in class and out of class ] Am I supposed to say the truth here? [Yes! If possible!] I was a naughty student. Very naughty and played tricks but at the same time enjoying learning and... I don't know how to define this but not the ideal type of learner. [Not the disciplined, quiet...] No.

F: Now thinking about teachers who emphasised discipline, **that** probably marked you as a learner?

T: I think emphasising discipline for me is de-motivating the learner because 'discipline'... I don't think all teachers agree upon a definition of discipline. If it is a sort of artificial way of behaving in such a way as to construct a certain profile of the learner as receiving [passive] and very passive ... For me this is not discipline. For me discipline is being relaxed in class; not to go beyond the permitted rules and taking pleasure in what you are supposed to do... in a joyful way, I would say.

F: What did you do to study English?

T: What did I do? [yeah.] As all the students do! (laughs) going to school...

F: I mean in those days when you were learning English.

T: As a personal approach to learning English

F: Your personal approach to improve your English.

T: You know I was lucky because I was not at *Faculté des Lettres* but in *Ecole Normale Supérieure* so being in small groups gave us the opportunity to have much more care from the side of the teachers. We were in Tunis and so had the opportunity to go to libraries; the British Council and the American Center. Eh..reading..a lot of reading. Just to give an example, we were doing American civilisation and the teacher decided we were going to do that through literature. And I think it was a brilliant idea just to encourage students to read as much as possible, to go and see films in English ... You know ? Something else, I had the opportunity to speak English with native speakers because I used to have some part-time jobs with American and British people in oil companies. So, reading, speaking..

F: Yeah. Of course! You talked about your university studies... Also you went on a language training a part of your university course requirement..How was this experience for you?

T: It was smashing. It was brilliant!

F: Where did you go? You went to Britain.

T: I've been to south Wales for one school year [as an assistant] yeah, as a French assistant. I could spend some time in south Wales and some time in Bristol. I was all the time on the move and I think that was the most interesting part of the whole experience..of the whole learning experience. It was good in the sense that you had to live in a real-life context away from the academic structure of, you know, books and bookish English. Getting to find out about people's habits; especially with a sort of critical eye, to examine the relationship between language and people's habits and values and traditions and culture in general. So, I think it was the best part of it.

F: So, now as a teacher, you draw on that experience [sure... sure] what do you tell your students?

T: Well, I don't tell them anything, I do something. I've been taking students to Britain for a couple of weeks or to the States for a few weeks and this is simply to show them that the best way to learn a language is to go there and be in a real-life context. So far it has worked... I mean in the sense of motivation and eh... to see things concretely; not just pictures and words in books..You know? Real life situations. It was really beneficial for my students.

F: The subjects you had at university. You were mentioning a moment ago literature and civilisation. Which of those courses at university were of most help to you as a teacher?

T: Ah! A subject which has nothing to do with English. That is, *Psychopédagogie*. We were really lucky to have that subject. To have a minimum knowledge of psychology and child psychology and of pedagogy. I think for a teacher it helps a lot. [Did you have that in French?] Yeah, in French. Well, whatever the language, it doesn't matter what language. It doesn't matter as long as you get that knowledge which gives you the right thing to do in the right time.

F: It's only because I think the term *Psychopedagogy* is mostly a continental concept..

Anyway! You had also a training during your final year as an *Ecole Normale* student, how did you live that?

T: It was a fascinating experience! You know? Getting this formal education for four years and being in the *Ecole Normale Supérieure*, it means you knew in advance that you were going to get eventually to that situation of being a teacher...that you are going to be a teacher and this eagerness to get to that situation as soon as possible. The first experience of just getting a couple of lessons to do a week. It was ever so motivating, so exciting. For us and it was helped in a sense of not to land like that all of a sudden from seven floors. To get that pre-training experience was good.

F: Yeah! Because, basically, this is what we are lacking today. We always ask about this question of teacher knowledge. What is it that the teacher needs to know in order to be able to teach in a Tunisian context considering the limits.

T: Well, I might surprise you. Because what a teacher needs to know here in X, I believe, is different from what a teacher needs to know when teaching somewhere else [really?] even within the same country. Strange enough, Tunisia is such a small country, but with such a big cultural variety and there are so many things that you have to take into consideration to have, let's say, safe teaching. And I underline 'safe teaching!' There are things if you don't take into consideration, you're in trouble, you know!

F: Really! So, what are those 'environmental factors', if I may say so?

T: Oh, as far as the social context, social classes, professional position of the parents, [yeah?] social belonging. All of these interfere in one way or another in the teaching situation. [and in this area, this is an important aspect] Sure!

F: That's very important. What other things? We take it for granted that teachers master the language.

T: Yeah, this is academic qualification anyway. It goes without saying. Academic qualification, psychology, pedagogy, learning about the social and cultural context in which you are working, and keeping up with what is published.

F: In relation to methodology and teaching?

T: Oh, yeah. Otherwise, and I think that's the biggest problem. Here I'm speaking as a teacher who lived the experience of a teacher trainer... eh... If a teacher lives the experience of doing exactly what is said by the teacher trainer, the inspector... Because in Tunisia we have that problem of having the trainer and the inspector as the same person and what happens is that there is a sort of 'pragmatism'. I'm calling it 'pragmatism' but it is worse than that. It is the teacher following exactly what the trainer or the inspector says taking everything for granted without being critical or putting into question what is said and what happens is. The outcome is that you don't have efficient teaching and you don't have somebody convinced of what he is doing and I think that's the worse situation. It's like what we call in French '*un agent d'exécution*'. That is, somebody who just implements what is



said. You believe that or you end up asking the question, " what's the difference between a teacher like that and a machine? [Yeah!] As a result, there are other dimensions of the teaching situation that disappear in that case. When I say communicate with the students and find a way to motivate the students and so on, and if you're not convinced of the way, you can create nothing! [That's personal input. It's not something the trainer can tell you about, yeah... em]. Anyway, probably something I'd like to focus on... am I expected, as a teacher to take everything for granted? Now if you have the experience of or the opportunity to keep up with all the new research... I had the opportunity to meet people like that. I had the opportunity to work with linguists during courses in Britain and I know... I wouldn't say I know everything, but I know about the problems of the Communicative Approach. So, why should I take what is said by some people about the Communicative Approach as the Bible? It's not the Bible anyway! I don't take it for granted. There are things, which make me... Now let me tell you something, one of the big problems in our situation now is the teaching of beginners. You know for the teaching of beginners, there are many things which are considered as 'old-fashioned' but, believe it or not, they are the only ways which work with beginners. You cannot teach beginners without having a drill. You can't speak in terms of 'deductive' and 'inductive' with beginners. Beginners need you to give them the minimum of tools to manipulate that language and after that you can talk about any approach you wish.

F: So, is age here..does it have anything to do with this?

T: I wouldn't say 'age'. I would say 'learning age'; that is, being a beginner even if..suppose that the system in Tunisia would decide that beginners start at the age of sixteen, they're beginners for me. It's not their age. It's learning age.

F: So they need to be trained how to learn?

T: Definitely!

F: For you, you said you had the opportunity to travel and to go on professional training, how about the other teachers who do not have this opportunity? How can they keep up?

T: You know the majority don't. I won't say they can't but because they don't want to. I know it costs a hell of a lot of money. For that reason, the only way they can resort to is get the information through [through other people, yeah. It's easier] It's easier but I think it's a question of being honest towards oneself. Because if I took that job, it was not because it is bread-winning. It's something I wanted to do. Nobody obliged me to be a teacher of English. I wanted to be a teacher of English. One of the things to work efficiently..one of the things to feel the pleasure of teaching, is to keep up with what is going on in the rest of the world and to share experience with people from the rest of the world. If you think in terms of getting recipes in how to teach. Well, here I'm not criticising teacher trainers. They are doing their best and they are doing their jobs but I am not supposed to be one member of the teams led by a teacher trainer. I can have my own..[yeah, you're aspiring for the autonomous teacher who's going to look up...] And a bit of reliance anyway. Not to be passive and not to be waiting for people to tell you what to do and how to do it; a little

effort.

F: During your experience as a teacher so far, have you had situations when you said, "Ahan, there is a gap here. I don't know about this issue or I don't know about this structural point or I don't know about... I mean did you feel... Do you remember an instance of the type? I mean, what was the difficulty related to that?"

T: Now let me tell you. There is a distinction between two things; one is a language problem and here it is the easiest because you can go to different books. But when it has to do with culture, there is a real problem. Let me give you an example. For example, the system of education [in Britain!] In Britain or the States. In the States because in the first level students, we are teaching them with a focus on American civilisation. Because there are things which you don't really know or even if you read them in a book, things are not clear in your mind and you need to get in touch with somebody to tell you about them. There is no problem in that. I mean,... [yeah, yeah.! Because also, as you said, even talking about the system of education in Britain, there have been a lot of changes in the past years, that you know? If you don't have fresh information that will be a problem...] Sure!

F: From your point of view as a teacher and also from your previous experience as a *Conseiller Pédagogique*, how important is it for the practising teacher to read the official programmes.

T: Eh... Yeah. I think it's important because you're part of a whole system. You don't have that private institution in which you are teaching the way you wish. A teacher, I think, is part of a system and we should get to know everything about that system in order to be within the framework of that system and respect the norms and the regulations. So it is very important. [Because I have noticed that especially recently, a lot of emphasis has been put on the reading of the official programmes] Oh, yeah! [and teachers having access to these programmes. I know during my days when I was teaching, I don't remember having seen the official programme] Yeah, it's a new tendency. It's a new tendency... sort of structuring the situation of teachers and inspectors; sort of telling you here is the official programme and when the inspector is there, there should be a document to check whether you've done what you are supposed to do. Well, I think that's a kind of 'institutionalising' the system.

T: OK. Teachers are in different situations. Some teachers are only dealing with *Communicate in English*. You know the levels of the old secondary system and the others with the Basic Education system. Others are in between the two. So how important is it for someone who is new; a teacher who is involved in teaching 8th form or 9th form now, to be informed about the old programme or the gradually disappearing programme?

T: You know one of the things a teacher should do when he or she starts is to have an idea about the evolution of the teaching of English in Tunisia; especially that it is not long as an experience ... [thirty years!] yeah, and to have an idea about the changes that have happened and it helps to situate oneself. To have a comfortable position and to say I'm doing this and that [and I'm part of that] and to put myself in that in a sort of position and aspiring to the future. So, I think it's very important.

F: The same thing goes with the textbooks. There are teachers in some schools who are called specialists of the sixth and seventh form.

T: Yeah, that's purely administrative.

F: Yeah! Administrative unfortunately. So they've been teaching sixth and seventh forms for years and years. How important would you say it is for these people to know about the previous books.

T: Em I see what you mean! This is the difference between what is going on and what should be going on. I may sound a bit cynical [**bitter** (laughs)]. Probably criticising too much the others. I'm not pretending to be a perfect teacher but there are many constraints, which might hamper the experience of teachers. To have the time, to go look at the other textbooks even the textbook that the teacher is using... Sometimes the teacher... with the brief experience of an acting inspector I had, I found out that some teachers learn about the textbook in parallel with the learners themselves. So there isn't even the effort of examining the textbook beforehand and then deciding the personal touch and how to work with that book. There are many constraints... not to justify how things are going on...not to defend but at least to take into account. I mean, you cannot isolate the teacher from a whole context which is not all the time positive. Sometimes there are obstacles. You mentioned something about specialists. I mean, sometimes it is someone outside teaching but who decides you should teach that or that level and you don't really enjoy it and end up by hating what you are doing and that would have a negative effect. When I was in a position to say something about that, I used to speak to some headmasters and say, "Look! the way you evaluate your teachers and give the profile of some teachers, I'm sorry but it's wrong. Some teachers should start teaching beginners. And anyway we have to agree about what it is to be a 'good' teacher. Is he the one who submits to the rules or is he the one whose learners get good marks and to what extent these marks reflect good learning and..You know? It's so complicated.

F: So for you, teachers should have an idea about all the textbooks in use?] Yeah! I don't teach the 8th or 9th form but I examined the books and even had the opportunity to discuss with the textbook writers who are inspectors... some of them are teachers and talking with them gave me the chance to have a clear idea about few things which were not really clear for me. Of course, few things were convincing and few were not but with due respect to these people, I could have a better idea... Of course, not all teachers have the chance to talk to these people but I suggested once...why not having the team of textbook writers as part of the what they call *Formation Continue*... Why not have that team of textbook writers move from one part of the country to another. Being a co-author of the seventh year book, we went once to the south and we had a large group of teachers and we talked about the content of the book. It was very interesting for the teachers and for the textbook writers to have feedback. [with other teachers from another area of Tunisia?] Yeah! [In terms of content?] Yeah, sometimes the teacher finds it difficult to feel what the textbook writer is trying to tell the teachers to do. As I said, having had the opportunity to talk with these teachers and to explain that is really beneficial! [So you are suggesting that in the FC people invite the book writers to talk about the books?] Yeah, I even told them if you do not have

the time or in terms of expense and so on, why not have a sort of talk; a presentation about the book and have it video-taped? Why not? Because very often you have teachers wondering and asking a lot of questions and saying, " what is meant by this and that?" "What is the purpose of this and that activity?" and so on... and you don't find the textbook writer to answer. Another inspector may have an idea but I am not sure [he is going to interpret it himself].

F: We were talking of pedagogy a moment ago and I'm sure it's a complex concept. Part of this concept is the idea of 'method'; the GT, The Audio-lingual and all this. How important, do you think, it is for teachers to know about these methods; I mean, the old and the new. I mean, like examining the different methods that we've experienced as teachers of English.

T: Yeah, I think the importance of the methods is to determine or to build up an efficient channel of communicating knowledge to the learner in such a way that the learner goes beyond seeking knowledge for the sake of taking an exam and that's the end of it. [Yeah] I believe the more you know about these methods, the easier it is for you to achieve an efficient teaching and to achieve a beneficial situation for the learner. That's the way I regard this.

F: And this is achieved by mixing different aspects?

T: Oh, yeah. I mean, unfortunately a lot of people conceive this as a kind of holy book. Such and such method... I think classifying the methods in such a way as saying that should be done. I think that's really taken by the teacher in such a way to believe... not as a faith...not as a religious faith but to feel it. I think the personal feeling is very important. To come to a conviction that using that way, mixing it with that way, [can be a new way!] Why not? Why not? [You know sometimes I wonder about this because as a teacher I remember how I was taught through the audio-lingual method and there were things I really liked as a learner. Therefore, when I went teaching, I had this in memory] yes! [So when I read about the audio-lingual method in a methodology textbook, I said "Ah that's why my teachers were doing that" and because I thought some aspects worked for me, I applied them and so on... Now I wonder about the new recruit who was taught through the Communicative Method only and who comes to be a teacher and finds the Communicative method in place. So, my question is how can that person really know that there is another option called the audio-lingual method and that there is another option called the Direct Method...that there is the Total response. There is this...

T: Yes, I think this is the teacher trainer's task to help this category of teachers know all about the other approaches [to have an overview!] Yeah, to have an overview. Well, I think this is their role because I think the teacher wouldn't get the idea and say, "Well what about the other methods?" I'm not sure this will be possible but somebody sensitizing the teachers. "Well, look, to understand what is happening now you have to see what has happened before and, you know? You just read.

F: Yeah. OK? Here we are really talking of 'eclecticism' or the idea of being 'eclectic'.

How do you think a teacher can be 'eclectic'? You've answered part of the question. Taking into consideration the situation in Tunisia, the textbooks in use, how can the teachers be 'eclectic'?

T: They can't

F: No?

T: They can't because we talked about the official programme earlier. Having things set up and organised is good but then too much, that's bad. As I said, you end up having the feeling of you've got to apply that and that [you don't have any choice!] You have no choice and in a teaching situation if the personal addition is not permitted, or if there is nothing for the teacher to add; nothing personal, I think teaching should become electronic and that's the end of it. The students staying at home and getting taught by internet. This human side... if it disappears and you focus too much on the institution and this official programme.

Well, respecting the official programme, [the directives] Fair enough! But if you are not allowed some room for personal addition,... even the social and cultural context... There are things I may add here I cannot add next door simply because the learners we have here are different from the students next door. But the teams of teachers here and there respect the official programme because they've got some room to add personal things depending on what the students may accept to do or can do or the ability to meet the needs of the students.

F: Well, you have had the opportunity to observe teachers whether as a colleague or as part of your experience as *Conseiller Pédagogique* or an acting inspector. When is it that you say, "today I'm pleased. This is a 'competent' teacher".

T: To be honest. I've never used that word 'competent' [yeah.] Never have [so what do you use?] I use words like a teacher who feels what he's doing, and a teacher who knows...

END OF SIDE A TAPE ONE

F OK! So, we were talking about the 'competent' teacher.

T: So, I don't really approve [of the concept] No, the term. It was the origin of a lot of trouble between teachers and administrations. It has nothing to do with objective evaluation of any kind of work and as long as the teacher has an objective and as long as he or she gets to that objective. The degree of awareness of what a teacher is doing. I used to ask a question immediately after the lesson, "What did you want to do and what did you do?" Now if the gap between the two positions is as narrow..is as small as possible, it means it was alright. The wider the gap gets, the more you can say that the lesson was not good.

F: Is there a personal aspect also to the successful teacher or the good performer or...?

T: All teachers have the same qualifications but not the same degree of efficiency... and

here I think part of the differences is the personal addition and something that has nothing to do with qualification and learning; something the teacher cannot learn from anybody else. That is the personal character, the way the teacher communicates with others is the quick perception of [what the learner wants to say] yeah, something about learners and there are, you know, reactions. The human side, anyway!

F: We were mentioning the role of the trainers in what is required of them as teachers. To what extent do you value somebody who says, "I'm not going to get into conflict with my trainer." And "I'm going to do what I'm required to do." You talked about that a moment ago. It seemed to have bothered you a lot as a trainer.

T: Yeah, let me tell you something. We were talking about preparing a set of topics to work on [as trainers?] Yeah, a team of trainers and I suggested something that did not please several people. I said: "Why don't we put part of our work on the way to unify and to have Tunisia as only one territory of teaching English with the same requirements and the same criteria and the same needs probably and the same approach?" It's not depriving people of their personal freedom of what they should do but since we have a final objective which is the national exam, I think getting to work through the same channel is very important. What happens is that, although we should not say this in an official situation, but this is the truth. When the teachers move from one area to another, they make a sort of needs analysis. What he's required to do, what may please his inspector and what may not please him and this is one of the most harmful things [yeah] that are really badly affecting the situation of teaching in our country.

F: So my question is this. A teacher has been working with Mr. inspector so and so in a particular area. So, When he was in area A, he would say to himself my inspector wants me to do this, so I'll do this. He moves to area B and so spends some time on finding out what the inspector in area B [yeah, that's what I called 'needs analysis'] so, what do you think of this attitude, is it a problem with the teacher or a problem with the trainer?

T: I think it's with the teacher. I think I wouldn't want to do this job if I'm going to be submissive. There are rules that everybody should submit to. Fair enough! Efficiency, respecting the official programme, respecting the school rules..Being in the frame of a set of requirements and regulations. Fair enough! But to be sort of like manipulated by remote control like anybody else. I think that wouldn't be a teacher. It's not a real situation of a teacher.

F: Also in some cases you have a group of teachers in one school and you have, you know, a kind of let's say, lack of harmony between teachers about the ways of teaching; pedagogically, I mean, [yeah] Nothing personal! [I'm sorry but sometimes it's personal] Yeah, if we think of teaching as something personal. [Yeah you cannot disassociate between the two anyway] OK. How can this problem be overcome so that teachers in one school can work together as a team?

T: I think it's depending on the degree of willingness to work together. I mean, if you have a teacher or two or three who do not really believe in the efficiency of team-work or group

work, you can do nothing about it. [Or share the information ] You cannot do anything about it. It is like having a sort of, you know? Readiness to share with the others if... the dilemma is, how to keep and maintain the minimum of the individual touch as a teacher, and to share other things with the others and this equation of having a balance between the two, I think, is the secret of success, anyway! And as I said earlier, the personal side is important as well because what is important is not what you think but having to express yourself..the way you do it. Sometimes in some schools, you find teachers complaining about someone being bossy or dictating what should be done [because he's a specialist!] F: Now we're going to focus a little bit on the types of activities we have been promoting through the Communicative approach. Something like pair-work and group-work... Through your experience as a teacher and through acting inspector, what is the benefit of these activities for the learner?

T: Yeah, sometimes I noticed that they have been done just for the sake of doing them.

F: Again it's the story of submitting!

T: And sometimes there are teachers who realise how important such activities could be especially in a context like Tunisia where the students have no opportunity to speak anywhere else and being in class and doing a pair-work activity or a group-work activity, gives the chance to the learner to speak English and to share with the others and to have a practical side of the learning of that subject. [That's not available outside] yeah!

F: How important is it then for teachers to train their learners so that they react positively

T: Well, I think it's a question of time. Anything which may be new for the learners... at first it may look a bit strange and noisy and probably react in such a funny way but having some kind of transparency and explaining [what the objective of the lesson is] yeah, have a sort of contract. Look! we are going to do this and that it's going to take this and that form. It's like a game. You have a set of rules and you respect the rules and it works. Well, I've been teaching in this school for many years now and I can say that we're lucky we have students who respect the rules but sometimes it doesn't work especially if you make the learners feel this is something imposed on them. But if you talk to them; I think there is no harm in talking to the students about every thing. I believe a good teacher has nothing to hide. Here it is that's the textbook. We are supposed to do that and that and I want it to be that and that way, because I believe I'm in a better position to judge that it's going to be more beneficial for you and the more you respect this, the better it is. It is not begging them to respect you but you know?

F: There are problems related to the implementation of pair-work and group-work. That is, one is the problem of size of classes and the other is the use of the mother tongue or French. You know that happens in group-work and pair-work!

T: I think we should not exaggerate these problems anyway. It's a matter of space. The classroom we have are not large enough and the desks are not easy to move around but still you can overcome this problem with a little bit of patience and the students themselves get

used to not necessarily move the desks but move themselves. As for the second problem that is using the mother tongue or French. In my opinion this is not a serious problem it doesn't matter. If it is one of the ways to attain the objective eventually..in the end, they are going to produce something in English. In the meantime, they said something in Arabic or in French [so that they can say it in English afterwards. yeah] I'm not going to stop such an activity just because of that. May I ask you a question then and not answer it, do you think that there is any teacher who doesn't speak Arabic or French in the class? [He will have to one time or another! especially when he/she is angry] Here it is! Somebody comes in from the administration and you talk in Arabic. [But isn't it coming from the old ways 'teaching English through English' and all that movement?] I think it's an obsession with many teachers. [I don't know who came up with it, anyway! Somebody who doesn't know languages] (both laugh) It's horrible especially with beginners. It's very apprehensive. It's dreadful! One of the thing the learners worry about is that the teachers won't speak in Arabic or in French but they will speak only English and that's frightening [yeah] but if you think of the idea of the more you make the learners comfortable, the better it is then why not?

F: Also one of the objectives of the new reform in English is to create or to produce independent autonomous learners who'd go out in the world and use the language and communicate with other people. How can the teacher develop this independence and autonomy in the learners considering our context, of course?

T: Now do you remember when I said something about the importance of the context; where you teach [ah!] in this school, we've got many students whose families are really well off. They have computers at home and encyclopedia, you know? Many things that the teachers do not have anyway! And you can profit from this situation..the advantage of this. Let me give you one example. We have just started teaching this year and we have seven formers and the first unit is called 'The History and Geography of the United States' To initiate and to motivate these learners to be self-reliant and to use English not as a subject, you are preparing for the exam, but in a more practical dimension of the subject and here is the outcome: A thirty-page paper about the history of the United States. [prepared by one of your students and I see it's fancy as well; it's got colours, pictures. Was it something from the Internet?] Yeah, here it is work signed by XX information from the Microsoft World Encyclopedia. . [Now this information can be shared!] No, what I do usually is that I take this information, I read it and then I devote one hour or two for the student to summarise that and then we give it to the other students. [So you sit with the student] Yeah! [That's kind of you!] Well, it's because I love what I'm doing [yeah, yeah] it's not teaching according to a time-table saying I've got one hour with that group [and I'm going to rush off immediately afterwards] When a student presents a paper like this, I mean, it's a pleasure. [Yeah!] This morning another group of students... I gave them a book with few pages to read and to present the content to other students an *expose* [a project] They learned something; to take the essential points in their paper, and they put it on a sheet like this and they can give it to other students. It's even motivating for the students to share something; it is not because you have the chance to have an encyclopedia, or a computer or access to the Internet, that you can keep it for yourself. You work on it and then you share it with others. [Yeah, so you go and get it first yourself] and they feel they are doing something with that subject. They are not there to receive information; they contribute. And I think



that's a very good way of seeing the Communicative Approach because the basic thing is to communicate. To communicate is not only with what you have to give the others but also taking information from others.

F: You know? Probably some teachers understand it as I give you this, you repeat it to me and I consider it communication! Judging from your experience in class, all this effort **has been** rewarding Yeah? [Pardon me?] All this effort has been rewarding; trying to train your learners to be autonomous. [I think when I see the students' motivation and conviction that the learner can do something with English, we can find a way to exploit what we have learnt and can find the feeling of motivation to do more than what 's in the textbook in a classroom situation, that's the best reward!

F: There are some teachers who'd tell you, 'Well, of course, I'm trying to introduce these changes but the attitude of our learners has never changed. They always want to sit there and be spoon-fed."

T: Now the attitude of the learners, I believe, cannot be as rigid as this [em]. There should always be a start somewhere according the conditions of that context. If I were teaching somewhere else in a poor area, I wouldn't ask the students to [use the internet, of course] I would do something else. I would photocopy a chapter from a book and give more specific directions for the learners to follow and little by little the learner is going to feel the pleasure of doing that type of work and things are going to evolve. So, I don't think there is this rigidity or a rejection of such activities from the side of the learners. If the learner rejects this, there is something wrong with the way it was assigned. F: The teacher... Again! You know nowadays we have this concept of 'teacher development'.. You were mentioning that self-reliance and self-help are going to contribute to teachers' being better; or confident and more relaxed. Now considering the context in Tunisia, what are the sources of a teacher's learning new things?

T: If you talk of all the teachers in general, not much! You have the trainer, the inspector and the CREFOC. The books in the CREFOC and that's the end of it. There should be some personal initiative to ... Look! It's like business. To develop, you should invest and if you believe that you spend some money to go to Britain; not necessarily to go take a course. If you have contact with an institute or a school and you find out that about how things are going on there, if you meet teachers from other countries, it is better than nothing anyway. But if you stay there and wait for the others to do everything for you, nothing will happen. And that's a pretext given by the teachers all the time. Going to Britain costs a lot of money..we do not have money...we do not have the time..we hardly have time to prepare lessons, marking papers..etc. And I believe that, once again, it is not to attack my colleagues but I think these are dishonest pretexts.

F: Well, one of the ways is reading. What kind of readings would you recommend for teachers so that they improve and develop?

T: You know, in methodology. Not necessarily books. May be articles. [In specialised magazines?] Yeah, a minimum would be allright... would be fine. As I said to keep up with

the new publications,

[yeah, new trends, new developments, but the problem is that teachers find them "theoretical"]

T: Look! When you read something, it does not mean that you are reading recipes. It's like the academic knowledge you got at university. We are not teaching linguistics. We are not teaching the history of the United States and the economic consequences of the Second World War in the United States, but we did that in order to be well-equipped, if you want, as a metaphor; to be wide-open teachers. So the more you learn about these new trends or techniques or whatever, the more you'll have a clear idea in mind to choose. [Yeah] Otherwise, you find yourself in a situation where you have to follow what you're told and that's the end of it. It's a matter of knowledge. It is not a matter of implementing these things in these theories. I don't have to.

F: What is the role of senior colleagues, you know? The role that the experienced colleagues play in informing or developing younger colleagues?

T: I haven't got a clue. I've never had a chance to work with senior colleagues so I don't know.

F: Even when you first started?

T: No, when I first started, they were not really with long experience. [Oh yeah, you said you were in Jebeniana so you probably were new teachers in the same school.

F: You know through my contacts with teachers recently, I learnt that there is sometimes one teacher in one school... You know for the 8th for... [I see yeah... in the Intermediate School] You know? Generally, teachers mention that they have learnt a lot from their colleagues. What do you think of this?

T: It could be 'sharing knowledge' you know? I suppose theoretically it works. Here we work as a team whenever I have something new. I've been to London and I spent a lot of money on books. I'm not going to keep these books for myself. I work with colleagues and whenever they need something, I'm ready to give it to them even though there is the problem of people not giving you the books back.

F: But teachers in general. A novice teacher who goes to a more experienced colleague and say, "how do I plan my lesson" and especially in the first weeks.

T: Well, I suppose they help each other [it happens all the time] or about the exams... sometimes the new teachers, at first, do not have the official programme or the components of an exam...

F: Yeah! Now turning to another issue..do you remember your experience with the 'Stage' when you first started? You know your professional training.

T: Yeah, that was in the fourth year at university because when I started teaching, I was '*deuxième année stagiaire* [so I didn't have to attend 'demonstration lessons' but what role do you think, generally-speaking, that the stage plays in forming a teacher?] I think it would be more beneficial if attendance to these lessons were the teacher's decision. I think the fact that the teacher has got to be there, is of no use. I think there should be some willingness on the part of the teachers to be there, to go there and to choose probably the level and the topic. It's like the situation of the learners, mind you! The more you give freedom for the learners to choose what they are going to do, the better it is. But if you keep imposing things on them just to say in a report that this and that was done and that's the end of it. [But you're talking about a training '*a la carte*' but isn't it more for further training but for beginners? There... ] **Yeah, yeah. You're right!** For beginners, there should be a more [consistent] more elaborate chain [because the question is whether the beginner really knows what he/she really needs] Yeah, you are right! Absolutely! You are right! As a novice teacher, what do you think the novice teacher 'picks up' from a demonstration lesson?

T: I think, things that he/she cannot find in books. Very concrete things; contact with the students, instructions [how to ask questions] you know? In terms of form more than in terms of content, I suppose in the beginning...

F: '**In the beginning**' you mean, there are going to be changes afterwards?

T: later on the needs are going to evolve with the evolution of the teacher himself.

F: So the teacher is going to focus on different things. Like now you still observe teachers from time to time or go to a 'demonstration lessons'? (Signals 'No') You have nothing to do with all this anymore! But you have given 'demonstration lessons' I'm sure. [Yeah] When you were demonstrating, you know? I'm reversing the question! When you looked at trainees sitting in the back, what did you use to think?

T: Hectic! [When is the lesson going to finish?] (Both laugh) Yes, I can tell you why. I think there are attitudes that make the teacher demonstrating the lesson feel embarrassed, being observed too much with a lack of tactfulness I should say, with remarks which are not tactful..not very delicate. What I used to hate were attitudes at the end of the lesson with teachers saying, "the teacher should have done this and this" I used to hate that expression! (Interviewer laughs) Why should I have done this? Because in your opinion it was the right thing but in **my** opinion it was not! Why not give me the freedom to do what I want to do. Why should I obey your expectation? [You know? Probably the problem comes from not mastering the more polite way of putting it!] (Both laugh) I think one of the things that beginners should be taught is how to handle such situations and how to talk about a demonstration lesson and how to ask questions and not to make the teacher embarrassed. [Yeah!] I think it's not rewarding using, as I said, remarks like this or saying, "doing such and such thing would have been better" That's very subjective [You know I remember the demonstration lesson I gave; the only one I gave. It was the last! A teacher; one of my colleagues in the same school, said, "this lesson was supposed to be about this and this and that and we haven't seen any of it." So **that** was revolting, I think] Yes, and there was also mistrust and I remember remarks like, "the participation of the students was so good, so I

suppose that the lesson was done before?"

F: You also... You remember having worked on the research *mémoire*, what do you think a teacher learns from that experience?

T: Well, I think teachers working on the *mémoire* do not take it as a means of learning something as much as a means to get the final and official status of the teacher and, I think, the official aspect is dominating the situation. I remember I was working on how to teach language in the local culture. Probably because of the topic itself, this pushed me to learn a lot, but very often there isn't enough focus on the part of the trainers to let the trainees take this opportunity as a learning process more than an official programme done [something to be done... completed! I have this idea that topics are more practice-oriented nowadays. So, does this also put in question the idea of theory as we said a moment ago?] I think it all depends on the way things are taken. Why not look at it as a sort of complementarity between the theoretical side passing on to a more practical side. Well, I suppose, the ideal situation would be taking this memoir as a sort of bridge for the teacher; a transition from the purely theoretical things to implementing these theoretical things in as efficient a way as possible. [So, it is not meant to discourage teachers from reading too much. I mean, you never read too much ] No, I don't think so because to get to the practical side of things, does not mean that you get away from the theoretical side. They complete each other because even after ten or fifteen years of teaching, if you keep away from theoretical things, it's going to affect really badly your practical experience, I mean... [yeah, you will see why this practical advice is given] I mean, if you want to come to the point of saying this works but this doesn't work... If you don't have enough theoretical background to this, it is going to be an arbitrary thing. I mean, meaningless.

F: I was surprised one time when I was talking to a teacher who worked on vocabulary teaching. I realised he used a series of concepts related to teaching vocabulary... So, it is in this sense that it develops the knowledge of the teacher. It gives him/her the reason behind what he is doing. After being confirmed on the job, the stereotype is usually the teacher just sits and **that's a stereotype**. [It's a horrible prejudice against teachers!] I don't think they can, but the question is; after being confirmed, how can the teacher keep on improving? Considering the situation.

T: I think it's all related to his personal choice. If he took teaching as just a job, to get the salary, to get a social position and that's the end of it, or to be professional. To be professional is to have an obsession with improvement [being the best] improve your work so that it becomes enjoyable and efficient. I think that's the origin of the remarks that my inspector, Mr. X, gave me fifteen years ago. He said, "You are confirmed now but I hope you'll keep as motivated as you are now, but please let me give you a piece of advice; the day you are no more motivated, [stop teaching!] stop teaching" That's what he said.

F: How can the teacher keep on being motivated?

T: I think it is in relation to the amount of love he/she has for what he's doing. Still there are other factors [that intervene here?] Oh, yeah! The **way** you are teaching, **who** you are

teaching; that's important as well. It's very important!

F: You're talking of what school you're in?

T: Yeah, if you're comfortable or not... If you are given enough freedom to act, to make additions... I mean, if the constraints are really strict, you end up being fed up and shift on to the other category of teachers who do the job just for the sake of doing it and that's the end of it. You don't worry about improving or developing or whatsoever and I think it's a matter of credibility between the teacher and the surrounding. That is, the headmaster and the colleagues, the parents, the learners... I mean, if these conditions are not there, you get really fed up and you give up [yeah]. You give up either by stopping teaching or give up being the teacher you conceive you are.

(INTERVIEW ENDED DUE TO TIME CONSTRAINT)

## APPENDIX 5.16

## TRANSCRIPT OF INTERVIEW WITH TEACHER 11

(4 September, 1998)

F: Thank you for coming for this interview. I would like to know a bit about you; your background, your previous experience. Where do you teach at the moment?

T: Well, I'm teaching now in the south. Exactly in X Secondary School. Teaching the second cycle; the fourth and the sixth years. Yeah, I've been teaching for three years [in the same school] in the same school, yeah.

F: Were you involved in a different job before starting teaching in the state school?

T: No, just teaching in private schools in Y [for one year?] yes.

F: What is the average number of pupils in your classes?

T: Yeah, about 35-40 [35 is a minimum or an average?] yes in a way an average. Some classes are about 40; some about 32-34 but the average is 45-46 [wow!] 35! I'm sorry! (laughs). That's why you were shocked! [So you are a 'confirmed' *PES* now!] Yeah, '*titulaire*'

F: Now I would like to ask you a bit about your previous experience as a learner of language especially of English and French. Did you learn another language?

T: No, apart from French, no.

F: What do you remember about this experience with learning English?

T: Yeah! Well, what I remember now is that I was a 'good' pupil (laughs). Well, my teacher allowed me. He, himself, advised me to choose English as a future career; to be a teacher of English.

F: You say 'my teacher' was it one teacher that you had for four years?

T: In fact, they were four teachers but..no, two teachers but one of them taught me three years. That's why I say my teacher.

F: So that was a special teacher!

T: Yeah! Yes, he was a special teacher. Yes, he had a good influence on me, yeah whether on... well, I liked his methodology and I liked the way he treated us.

F: So he marked you [yeah!] and, as a result, you had the idea of studying English

afterwards. Do you think this had to do with your choice afterwards?

T: Yes, in a way. Yes! The choice is personal after all [em] but he had a bit of influence. Well, indirectly he made me like English. He made me love English.

F: You mentioned his 'methodology'. What is it about his methodology that attracted you to English?

T: Yeah, I wasn't the only one who used to say this. Well, even the weak pupils used to think of him as a successful teacher. It is not just because I used to be a 'good' pupil in his class that I say this [yes but what is it?] Yes, he used to have a kind of attraction which made most of the pupils motivated. Well, he used to have this attraction. Well, he used to make his pupils at ease in class. Well, though the teaching approach followed at that time was purely Audiolingual. Communication was usually present in the classroom. He was a bit 'ahead of his time'. He had some special techniques, some special techniques that made pupils attracted to his course. He had a technique of his own. Every end of term, he used to bring a cassette recorder and write us some song and we would listen and follow. Well, it was a special thing of him and it was really motivating.

F: So, was he demanding or severe in any way or was he...

T: Yes, he was a bit demanding. He liked his work and he liked his pupils to work.

T: Em OK! Was there a teacher of language for that matter whom you didn't like? [English teacher?] or of French may be?

T: Well, I don't know...school teacher you mean? [yeah] Some of them I can remember.

F: What bothered you about them that made you dislike them or not to enjoy being their pupil?

T: Yeah. Well, I mentioned something important with my English teacher I said he used to make us at ease. Well, some of the teachers are over-severe and there is..you don't feel any intimacy in class..you feel there is a kind of vertical relationship between the teacher and his pupils, OK? Well, and the result is that we have psychologically blocked pupils and in this way learning can by no means go in parallel with the teaching.

F: Was there an English teacher to whom, say, you think you resemble?

T: Well, yeah! The teacher I was talking about; my English teacher. Well, he used to be a model for me. I think I'm following him. Unconsciously I'm following him. Apart from my methodology..I mean his character also. Well, [his personal character] his humour, his mood. Well, I felt sometimes I felt like him. For example, he used to make us react until we tried to know his mood. If he's happy [you're happy as well] we're happy. If he's sad... if he's out of his mood, I mean (laughs) we held back. Just eh...until it'll be fine!

F: You said were a 'good' language learner. In what sense were you 'good'? What is your

meaning of the 'good' learner here?

T: Well, first of all I used to understand my teacher.. I used to understand what he was teaching us and apart from that... Well, my achievement in the tests, my marks (my grades)... These also... Well, I used to write well... got good marks for writing and I used to be eager to attend the English class and he encouraged me and gave me a free subscription in a magazine; *Plain Truth* [em]. Well, I was so happy about it. I used to read some articles and to extract the vocabulary. The difficult vocabulary words and explain them and give them back to the teacher [yeah!] and he was very proud of me and used to show my work to all the pupils. Look at what X is doing!

F: So you worked a lot on your own out of class.

T: Yeah! out of class. I was motivated, yeah. From time to time I used to read some other English copybooks from different schools.

F: Now when you went to study at university, did you benefit from a *stage*; (language training) abroad? [yeah!] What was the experience like for you?

T: Well, the experience. Well, it was really fruitful. Really beneficial for me in terms of methodology [yeah, you took a course in methodology there?] Yeah. I took a course in methodology [yeah, you took a course in methodology though the other group did not do that. I was lucky doing methodology but some group, for example didn't. I went to Wales in Aberystwith. Well, some group went to Bristol and they didn't do methodology just a bit of it. They were doing literature and history and other things. We've already had that at university first and second year but in Aberystwith we did something special and we advised our Head of Department then to keep contacting this university and eh.. working with them.

F: And did he do that?

T: Oh, I don't know? I think. Yes! The next year, there was another group to Wales [good!] We did two research projects. First, one about ten... no, fifteen pages and the second about twenty pages [about teaching methodology!] Yeah, teaching methodology. Well, for example, my first research was about classroom management and the second about errors.

It was something new for me. In the third year I didn't do any methodology. That was in my fourth year but in my third year, everything was new. At that time I was really impressed with the things they were teaching me. Yeah? For example, about errors [learners' errors] learners' errors, type of errors. I mean, global error, local error, and the causes of..error due to transfer, translation from L1 to L2 and lots of things. I forgot some of them. Well, things like demonstration lessons. Warmers, fillers, etc.

F: And apart from the course itself, what other things you learnt from this experience?

T: Well, the experience was nice.

F: On the personal level or linguistically?



T: Both

F: Did you stay with families?

T: No, no in a dormitory with other students; German. Yeah, that wasn't bad and well, the most interesting thing I liked then was speaking English with native speakers. Yeah, that was great!

F: Were there native speakers around?

T: Yeah, lots of them even outside. Well, in the disco or in the street. Yes, you get contact with lots of them. That was the most important thing. Yeah, which we lack here [yes]. Speaking real life English not the bookish one.

F: Now thinking about your experience at university; your four years of the *Maîtrise* in *Faculté 9 Avril*, in what way did your university studies help you master the language. Besides your four years at the secondary school.

T: In what way it helped me master the language? Well, [you majored in English] (laughs) Well, as it is in all universities, the courses were varied in literature; American literature, British literature, yes? Well, what I liked most was that the topics we were doing were really up-to-date..were really modern. Topics like..shall I mention the name of the course? [Yeah!] Well, Anglophone Literature, methodology, cultural background, pragmatics, etc. Well, really trendy subjects isn't it? And literary criticism. Well, having an idea about the majority if not most of the literary schools is really of paramount importance to a future teacher and in terms of Linguistics we had lots of things and especially what I liked was Sociolinguistics and Language Acquisition. Yes, [Psycholinguistics!] Yes, Psycholinguistics and exactly Language Acquisition; Chomsky and [Krashen!] Krashen, yeah. Also error analysis was really a very important subject especially that it had an influence on my future career.

F: So, the subjects you found were most helpful for you as a teacher were linguistics-related or all of them...

T: Linguistics! You mean subjects which helped me as a teacher in my career? [Yeah] Definitely. Linguistics and a bit of translation. The theory of translation, yeah? We did it with Mr Heshmi Trabelsi . It was great! Mainly linguistics, teaching methodology and eh... well, literature and civilisation, of course. It goes without saying. [yes!]

F: Now what was your TEFL course like at *9 Avril*? [The TEFL course?] You called it Applied Linguistics?

T: No, no Applied Linguistics was one subject we did with Mr Davies [in third year. No, no fourth year.] So, one semester of this and one semester of that? [Yes, one semester of Applied Linguistics, the second of TEFL. The third year, we had Introduction to Linguistics; of the theories such as Mentalism, Structuralism, Behaviourism, and so on. Well, concerning the methodology course, I remember in the first session our teacher

invited someone called Andy Seymour the director of the ESP Centre in Tunis at the time. He gave us a good idea. Yes, a deep idea about the Communicative Approach; of the tenets of the Communicative Approach. The bases of the Communicative Approach. How it was a reaction to the Audiolingual Approach, yes? It was fruitful and I liked it [and it was the start]. It was the start, yes. It's written. I have it now. I sometimes read it. it's nice! He was a good lecturer! later, we did a bit of theory..going through the different skills and the way to tackle them; that is the techniques. At the beginning we had an idea about lesson planning; how to prepare your lesson! Well, he gave us an idea about the three stages: the 'pre-', the 'while', the 'post'-... what can you do? and the different possibilities of starting lessons. The warm-up. Yes! the pre- stage ; presenting new items in a text, using visuals or realia. In the whole activity. He taught us things like extensive and intensive exploitation of the text whether it is listening or reading. He presented us with some techniques related to reading such as skimming scanning and predictive reading. We used to do this and apart from this he used to invite secondary school teachers to *9 Avril* and they were giving us some lessons.

F: Secondary school teachers?

T: About teaching the Tunisian textbooks. [That's good. Yeah!] using the Tunisian textbooks and we were put [in the position of the learner!] in the position of the learner and we used to copy the lesson, yeah. and later we had a discussion; asking the teacher questions and he was answering us. Apart from this, he gave us twenty topics (a crying child passes by the window overlooking the street) [Ha! Just wait till this kid goes away!] Well, what was I saying? [Well, they gave you twenty topics] 23! For example, using computers in language teaching, teaching grammar in a Communicative way. Well, I chose errors. I like dealing with errors. Well, I forgot it. Remedies [how to remedy to learners' errors] Yeah that was the second part. [How to analyse errors?] The different strategies to be employed to correct learners' errors [yeah!] How to remedy them. Strategies to remedy to learners' errors. How we chose a topic and write. He told us to write, I think, 35 to 50 pages and every student wrote about his favourite topic and we were graded. We were given marks.

F: I imagine this was very helpful for you as you started teaching.

T: That's why I said that what I learnt later wasn't something new for me [em] as I've already known it at university and it's really important to study this at university. Well, I liked the course at university and later as a teacher, I realized how important that was! It was... Sorry? It was really of a great importance [em] knowing the theoretical bases of teaching is really helpful! I mean, when you know the theory behind something and you're doing it, it's really helpful. I mean when you are doing something you're knowledgeable about..its theoretical bases, you'll certainly excel in doing it. So the theoretical knowledge serves as a guide tot he teacher to attain his teaching objective at the end of the lesson after going through such and such activity so the teacher knows beforehand what he's doing and what to get across or to communicate to his pupils. It's really of a great help [yeah!]

F: Generally speaking, what kind of knowledge ,you think, is necessary for the English

language teacher who is going to one school in the country to teach? [as a beginner!] Yeah, fresh.

T: Well, (silence)

F: What kind of knowledge? We were just talking of methodology. That's one aspect. What kind or kinds of knowledge you think is/are necessary for the teacher to be able to perform his/her job in one of our schools?

T: What kind of knowledge? Well, well as an English teacher, he should know... I mean, the cultural aspect of the language he's teaching. He should know the culture. Yes! He should know the history, I mean, not of the language but of the country/countries where that language is spoken. He should know that. Well, language and culture, history and culture are inter-related. A teacher can face a cultural text, yeah? So that basis..that knowledge of the cultural aspect of the language helps him in his career. Eh.. (Silence) Apart from teaching methodology, that's the major part for me. I believe in it... Well, the cultural aspect, the history and other personal things (laughs) [yeah!] that have to do with the teacher's character and his manners. [His awareness of the situation!] Yeah, the situation of teaching, yeah.

F: As you started teaching, have you ever felt the need to improve your linguistic knowledge when you were teaching a text or a unit?

T: Do I feel what?

F: The need to improve your knowledge of English; linguistic knowledge.

T: Of the language or the techniques? [of the language!] Well, sometimes... sometimes! Well, not the language alone. I mean, the topic. You can have a text on micro-surgery or a text about computers; a scientific text or historical text or sometimes you feel the topic was so nice, so interesting that you feel you want to know more and more about it [so what do you do in these situations?] Well, in these situations [you came across such situations?] Yes, many times, many times. Eh... [so you are in Kebili. What do you do?] Well, the problem is, I mean, lack of material. You don't find what you want to do sometimes you read about it in French [in French] Yeah, in French sometimes.

(SHORT BREAK)

F: I was going to ask you. We were talking about the types of knowledge that are necessary for a teacher of English; knowing the culture of the target language. How important is it for the practising teacher to know about the official programme for English like. In Tunisia, we have an official programme that we are all supposed to follow. How important is knowing what's involved in this programme?

T: Well, I think it is very important for the teacher to know the official programme for the

simple reason that, at least, he will get an idea about what he is going to teach. Well, the textbook is the starting point for him to formulate the lesson and present it in his own way.

As a teacher teaching the 6th form, I think he should have knowledge about the kind of things his pupils learned. This gives him an idea about their previous knowledge; their background..[their linguistic background?] Yeah! It's really important... Besides, it's really important to have an overall idea about the official programme in that the teacher will work out lesson plans that fit in the whole unit and the textbook as well.

F: So now the situation in Tunisia is a little complicated [yeah!] We have two programmes in parallel [yes] you have the 8th form and 9th form and have the other books *Communicate in English*.

T: For example, for me... I'm teaching the old books; The *Communicate in English* series. When I had a glance at the 9th form of Basic Education, I was really amazed [really?] I was really amazed and I said "Oh my God! How can a 9th former know that? Can he know that?" They were learning things I did not teach 4th form pupils. For example, a ninth former knows the present perfect in details with expression like 'just', 'yet', 'already', 'recently', or ...

END OF TAPE 1 SIDE A

F: So, this 9th form book?

T: Yeah even for the linguistic background; a ninth former knows even what 7th former (Bac) , I may say, does not know; words like 'fairy tale', 'trendy', 'messy' and so on. So, that's why a teacher should know about this book.

F: And they'r going to go on with this experience and at a certain point you're going to be teaching a 10th, 11th or whatever they're going to be called.

T: No, the first year of secondary education, second year until the 4th year!

F: So, when you start teaching first year secondary pupils you 'll need to know about the previous books.

T: I should. I should. I said, if not I must, have a global idea about what these pupils know... had already known. [yeah!] Because if I don't know about their previous experience, I might over-simplify or over-complicate things. I may say this is difficult. I don't think that they have done this before and in reality they did. First unit first lesson eh... 'recycling present perfect' and I'd say, " 'present perfect?' Have they done it?" Yes, I'm amazed let me go through it little by little, I mean, which could really be a waste of time because they have already done it. This is how I'm going to be simplifying things.

F: Yeah, that's very important! Talking about teachers, knowing the programme is important but is it more important, may be, than knowing the methods. The Grammar Translation Method, the Audiolingual Method, this and that. What is the value of that type of knowledge?

T: Both go side by side. Knowing the methods and knowing the official programme. I'd say the programme is the starting point and the techniques are ways of making that material accessible to the pupils.

F: Em em but, for example. If you think of Tunisia now; the method that is applied in secondary schools is Communicative [is Communicative]. So, why know the other methods or a different method?

T: Well, the official books say, "Communicate in English" but the question is, is what is inside the book... is communicative or not. The title is purely Communicative but... (laughs) but the content, I doubt it! (laughs)

F: Yeah! So, you think it is important to know other methods?

T: To know or to apply?

F: Yeah to know about them and to know how to apply them!

T: Yeah! It is really important for the teacher to know about the method whether it is the new or the old one.

F: And also how to apply them; the techniques and procedures related to each one. Right?

T: Yeah! You should know them!

F: What is the purpose? What is the use for the teacher... You know in some methodology courses, a trainee might say, " You are wasting my time! Why am I learning all this? Why do I have to know about the different kinds of drills related to the Audiolingual Method?

T: I'm not with you. I'm sorry!

F: When you're teaching a TEFL course, say, you're covering the different methods; the Audiolingual, GT and so on and then why is it that the teacher has to master the techniques related to the Audiolingual Method and drilling! [em]

T: Well, knowing about the method is important in the sense that the teacher can make use of most of them depending on the situation [em]. Well, sometimes a text in a textbook called 'Communicative' like *Communicate in English*, a text is not accessible in a communicative way [ahan!] so knowledge of drilling is of great use, for example. That's why I said for beginners like 4<sup>th</sup> form ex-régime we can't apply the Communicative Approach in its totality [yeah!] That's why I call it a pre-communicative stage. For a beginner, when we say communication, for someone who doesn't know how to use the language, how can we expect him to communicate? So, I mean the pupil has to have a bit of linguistic knowledge which will be a starting-point for him to communicate his message.

F: What do you do with 4th years learners. They are beginners so do you use drills with them?

T: Yeah, yeah I myself make use of drilling, repetition. Yes, repetition is frequently..what shall I say? Is 'stereotyped' and 'stigmatised' as Audiolingual but I think of it as [valuable!] Yes, as a precious technique when used with the 4th formers. It's really a valuable technique.

F: So, I may say now you're an 'eclectic' teacher!

T: Yes, I like being 'eclectic'. I found that it works better especially in a country like ours when English is not spoken outside the classroom.

F: So you think that in Tunisia this is a very good idea!

T: Yes, this is a very good idea! [em] Because in Tunisia we are learning English, as I said, **as** communication not **for** communication [em] A pupil at school learns English but as soon as he goes out [there is nothing!]. There is nothing! He won't find himself in a situation where he will be speaking English. Well, here I'm going to speak about learners' needs 'eclecticism' because here the need of the pupil to learn English is not because he wants to speak the language outside. Eh... just because it is on his course.

F: So your understanding of 'eclectic' is you know, the different options available for the teacher [and you select!] You select being aware of the value of each technique as opposed to sticking to one method and being fanatic about it.

F: That's right. Now when would you call. When you go to observe a teacher in a classroom, you've had opportunities to do that [yeah!] and then you say, "today I've seen a 'competent' teacher!"

T: I've...

F: I've seen a 'competent' teacher.

T: Yes, it did happen to me.

F: Yeah? What are your criteria? Not necessarily something unachievable?

T: Well, the way his lesson..I mean, went. .the lesson went smoothly... the skills; he used, the skills in a smooth way! The skills lead to one another in a smooth way without any [interruption] interruption. The speaking leads directly to the reading and the reading also leads [to something else] to the production part to writing, for example. Well, I can remember something which I liked and I really applied it later because the teacher was a bit ahead, ahead of me in the programme and eh... It was a lesson for the 4th form which is level I. Teaching time. Well, in the pre-teaching stage, the teacher was required to present such structures and as 'how many' and 'how much' and this and that. In the pre-stage 'teaching time' was the main focus of the lesson and the teacher went, "how many pens? How many books?" three... "How many pupils?" Forty. "Yes, forty pupils"... "How many circles?" One. Then he drew half a circle and said, "how many circles?" A half. "How many circles?" A quarter. Yes? and later when teaching time the pupils were ready. Yes?

The words 'quarter' and 'half' were already presented. Were not obstacles for the pupils when practising asking about and giving time. How to give time. They know a quarter means a quarter and half means half. They didn't interrupt the teacher in the 'while' activity and say what does 'half' mean?" or "what does a 'quarter' mean?" They already know it. What I liked most was half..very simple and got it with no questions; just drew it on the board. Half a circle is 'half' and a quarter of a circle is a 'quarter', Yes? So, it didn't disturb him or it wasn't an obstacle for him to teach time. The focus was teaching time..no obstruction..[straight to the point!] Straight to the point! [So he was efficient] yeah! He **was** efficient. I liked the way... Yes!

F: So the students in all this? The learners in all this? They were just carried by the teacher or not? The learners were carried along. The teacher did the job!

T: Yeah! [em] The major job was done by the teacher but the learners were just, for example, repeating things or answering questions, answering simple questions. How many? May be, by means of a gesture or eh... pictures or 'realia' or what, he elicited the answer. The student enacted some conversation on the textbook.

F: Well, we hear a lot about teachers and inspectors. You hear alot about agreements and disagreements between inspectors and teachers. How important is it for a teacher to be in agreement with his inspector?

T: In agreement?

F: In agreement. "I know what my inspector wants me to do and what he is for, so I'm going to do whatever he likes". I mean, not to get into conflict with the teacher.

T: Well, total agreement is really far-fetched. I mean, you cannot have total agreement with your inspector [here inspector or even *Conseiller* ; whoever is in the position of a trainer!] OK? I get your point! Well, being in total agreement, you have the advantage of feeling at ease. You as a teacher, you feel no constraint on you and nothing imposed on you. OK? Well, doing the job at ease. Well, how shall I put it? [So you don't wish to be ... to have an inspector with whom you don't agree] Yes! Yeah! [em] (silence) disagreement is not a problem in itself and inspectors have to tolerate ideas and conceptions that are different from theirs.

F: This, I mean, sometimes your inspector asks you to or.. you know? Your inspector wants you to teach in a certain way. Step one, step two, step three. So I don't know? Even inspectors don't agree among themselves [that's true!] Yeah! So, for the teacher... Your position as a teacher.

T: Well, I do what I think is 'good' for my pupils. Well, sometimes I do something which the inspector doesn't like. Well, I know that, for example..Well, a drilling or translation is not really appreciated by him but sometimes I do it not all the time but for certain classes [you decide it's appropriate!] Because I deem it essential and eh... I mean helpful for the pupils. I deem it helpful for them! Well, [so you forget about him!] Yeah! I forget about

him..or sometimes, for example, you present your lesson in a way which he doesn't appreciate totally but he'll say, "why don't you do this before that... You should have done this before that" Well, sometimes his remarks are not convincing. If the way I worked out my lessons led me to communicate my message across to my pupils so why not... Why is it bad? There is not one way of teaching. [Right!] Yes? If the sort of things I did lead to what I like. It's Ok! No problem! [Yeah!] why refuse it merely because it's different from his.

F: Also the same problem can arise between colleagues in the same school. So you may be six or seven teachers in the same school and one teacher is one way and one teacher is another [yeah!] How important, in your opinion, is it for teachers in the same school to be in harmony?

T: This is really very important to be in harmony with your colleagues. I mean, it's really very, very important. Well, eh... because being in discordance with them makes you feel sometimes not at ease. Well, for example, being in harmony, for example, encourages you to work in collaboration. That is, to do a collective test for the whole school. Each teacher suggests one part. You have a final test done by all the teachers. That's great, isn't it. I mean it's really a pleasure and you feel happy about it. Yeah! Eh... I mean... it gives you a good feeling [em] (gesture to light cigarette) [Go ahead! You can have your cigarette!]

(SHORT PAUSE)

F: You find teachers who deal with pupils in different ways. People tackle certain problems. People have reactions to certain collective errors. I'm sure teachers correct errors in different ways. Teachers sanction the students in different ways and so on. So for you, being in harmony. How important do you feel.

T: Well, I'll get a good point may be! Even harmony makes you feel at ease. Well, I've said it. I mean, may be, I repeated it many times. That's very important. We sometimes make some collective lesson plans and agree on how to proceed in tackling the different skills to reach the final objectives. We even exchange worksheets, remedial tasks, etc. That's very important when I'm in harmony with my colleagues. I remember having a debate about speaking Arabic in class and came up with the idea that it's possible to use it but as a facilitator not as a rule. Well, when it comes to speaking in Arabic in class. Well, it's not a taboo [yeah!] I speak Arabic in class but the words I use are really minimised. I don't over-use them; just when necessary. [when you can't find a way to present] when I don't find the 'realia' or when it is too difficult for me to draw on the board or if I'm presenting something intangible [abstract] So, you can't do it, I mean. When I have no other... [way out!] other way or have no other way of presenting it; other than translating. So, it's really good. In one of the demonstration lessons I attended, the reading text contained the word 'kidney'. Well, one of her pupils asked her what does the word 'kidney' mean? She simply said, it is /kilwa/ (kidney in Arabic). Well, in the discussion we all appreciated it [the fact that she didn't waste her time!] Yeah! Because it's really time -consuming 'kidney' is /kilwa/ and here... Well, to present the word, you either bring a real kidney (laughter!) which is really difficult or draw. Well, not all of us are good at drawing. So she saved time and avoided something which was really important. She can use... Well apart from the realia or drawing, she can



use ... not gestures...she can single to it in body and she can say, "this is a kidney" [they might understand something else!] Yes, that's it. They might have a misconception of the word. Let me see it's here. May be it becomes 'rib', the 'belly', ... lots of things [or the belt!] or the belt or the dress she was wearing. Yeah? The colour of the dress. She might risk getting her pupils confused; havig a misconception of the word. They don't get the real meaning of the word. So here, translation is really well to the point. One of the techniques he doesn't [appreciate but might be wrong about that!] Yeah!

F: OK! We were talking of this problem of achieving harmony among colleagues, etc. Now, when there is a problem and there is no harmony. When there is a colleague or two who are causing these problems. In general what is the solution; the way out? Do you think?

T: Well, when there is no harmony, there is no solution yeah! Many of the times it's hard to be in good terms again with them. It's difficult. It's going to be a problem. Yeah? Most teachers are stubborn. They stick to their opinion. They don't mind. This is something due to their characters. Yeah! [their style] Their style, yeah!

F: We're talking again about the Communicative Method. You know that there are some types of activities that are really appreciated by the proponents of Communicative Teaching. Activities like pair-work, group-work, and so on. jig-saw reading, transfer exercises, etc. [em] In what way do you think from your experience these activities can contribute to the learning of your pupils?

T: Yes. Well, these techniques are helpful in the sense that they enhance the pupils' communication. I mean, they enhance their fluency. Through this task they become fluent pupils because [they are experiencing with the language]. They are experimenting with the language. They are speaking the language and the advantage of such activities is that they encourage all the pupils to speak..well, giving all the pupils the chance to speak among them the embarrassed ones. All of them are involved... all of them speak the language because what is language if not communication?

F: And do you think now that the fact that they have the possibility or the opportunity to interact, to speak, etc., that means they will learn the language better or achieve good results with the language? That contributes to their learning?

T: Well, yes it is one way. Though the degree of benefit from such activities differs from one pupil to another, group-work is of great help to some pupils and it is of small help to others. For the good pupils, it is of great help because sometimes you have group-work and you just have to speak. You divide the class in groups of four; four in a group: two are enacting the dialogue, two are speaking or debating and the others are keeping silent yeah? The teacher can control moving around the desks but.. well, as soon as you get to the second group, (interviewer laughs) the other group is silent. So, it is beneficial, yeah? If it works efficiently..I mean if all the pupils interact but some pupils don't interact not because they are embarrassed but..[for other reasons? Yeah?] for other reasons either because they can't speak the language or they don't know how to express themselves.. expressing.. I don't know their likes, their dislikes, their opinion, they don't know to formulate their thoughts. May

be they feel it but they don't know how. They want to do it but they can't [they don't have the experience with that in their real life may be!] Yeah! even their linguistic background is poor [the weaker ones then] yeah. But ideally techniques such as pair-work, group-work are 'good'..beneficial provided that the classroom's infrastructure and the number of students allows the implementation of such activities.

F: Yeah! So, do you think also that interaction in the classroom also brings about..you know..proficiency in language?

T: Yes, of course definitely, yeah! [So the more they interact, the better the results are] Yeah! [and you found out **that** from your experience as you were dealing with your classes.. I mean..with your students?]

END OF TAPE 1 SIDE B

T: Well, let me tell you my point. When it comes to practice, it is difficult to achieve complete interaction [yes that's right] You know, it's really difficult for pupils to achieve that [due to their number!] Well, this is what I was going to say. Well, interaction depends on the types of pupils.. depends on the size of the class, depends on the layout of the class, depends on... yes, the pupils, their willingness to communicate [yeah?]. You have, for example, you cannot achieve total interaction between the pupils with your forty pupils. There will be chaos. Too much noise! I know that noise is appreciated by the supporters of the Communicative Approach but noise made by ten or twenty pupils is OK but noise made by forty is bothering for the neighbours.

F: Apart from interaction, how important is it for teachers to encourage pupils to be autonomous?

T: Well, not in the beginning but in the later stages, the pupil has to be more and more autonomous. Well, this can be achieved through... Well, first of all motivation. Some pupils are motivated and do things by themselves [on their own] on their own. Well, others are not..In this case the teacher has to encourage his pupils to be autonomous learners. For example, he can offer them some booklets to read and ask them to summarise them. Well, this ... For example, autonomous in class or? [In class and out of class] Yeah. For example, in the situation of group-work for example [Yeah] the pupils are autonomous as a group. Suppose that we have a reading text and one of the questions is try to find word reference. "What does this word refer to? [Yeah!] Well, the pupil might ask his teacher what does this word refer to? Yeah! Well, a teacher shouldn't rush to the answer. He should let his pupil to think about it and to try to [manage on his own] Yes, to try to find the answer all by himself. For example, a difficult word in the text. Well! This happens every time, in every lesson, pupils ask you, " teacher what does this and that word mean?" Yes? The teacher shouldn't rush and answer the question directly. The teacher should say, "Well, try to rush from the context", "Try to get the meaning of it because reading is a process of constant guessing. Well, if it is impossible for them, the teacher he can ask them to go home and use

the dictionary. This is one way. Teachers can create habits in their pupils. They can be autonomous..rely on themselves. In the long run whenever a pupil encounters a problem, he will automatically [rely on himself] yeah! And refer to a dictionary and get it himself [I'm guessing! Is this one of your objectives?] Yeah!

F: You take this into consideration then. OK! Now, also judging from your experience... it's related to the same issue em.. what role do the learners... the pupils expect their teacher to perform... what do they expect from the teacher? What kind of role do they expect? Generally speaking in our context and also your context of work in X?

T: Yeah, pupils expect lots of roles ; the role of an actor (laughs), the role of a boss, of a one-man show actor, making gestures, the role of the comedian sometimes, yeah? I mean, to be in good mood; especially the English language teacher. They expect that their teacher be helpful. They expect eh... yeah... I mean, to make things easier and easier [to make them accessible] Yeah, accessible for them. [Do you think, you know, there is this stereotype that learners. Well, what they want is that the teacher pours on them knowledge, you know? And give them the information in the text and so on. This word means this and that...] Well, the teacher shouldn't ... [become an informer; a source of information] Well, the pupils want to be spoon-fed by their teacher. They expected him to give them everything but the teacher shouldn't. If they ask you to explain a word [without guessing the meaning!] Yeah, translate the word "What is it in Arabic, sir?" Well, if it happens one time, it shouldn't be a recurrent request later [so not all the expectations are 'good!'] I like the word 'expectation'. A teacher shouldn't meet all the expectations; some of the expectations are 'good' but not all of them. Asking the teacher to translate the words..asking the teacher to... I don't know! [to give them the questions for the test before...] (laughs) Yeah, yeah! or to give them an idea about the topic assigned as a writing task in the test. This is **not good**, yes? [So there should be some resistance from the teacher] Yeah!

F: Yeah, thank you. Well, the next part is about the concept of teacher development [em] when you hear it like this, what do you understand from that?

T: Professional development? You mean promotion?

F: It means that for you?

T: 'development' can be understood in two ways. May be, promotion in terms of career or development in terms of knowledge. I mean a teacher should have a knowledge of the new things. If not keep abreast with what is going around in terms of pedagogy and in terms of [the development of the knowledge]He has to keep up-dating himself otherwise he'll stagnate and fossilize..Yeah? The development of his knowledge and development in his career; promotion!

F: Yes, thinking about your experience now in the past three years... I'm going to take you back to the first days of your teaching experience [that was a **long** time ago!] What kinds of things did you have to learn as a fresh, novice teacher?

T: Em... Well, at that time I was so eager to teach and to meet my pupils. I thought I was ready as a teacher but I found that it wasn't enough. There are lots of other things to know especially administrative things. You have to know the rule of the school and the way it functions. It's a new experience for me with the administration, with the pupils in front of me; forty pupils in front of me was a new experience. My head was crammed with questions and I was wondering how I should deal with them. How shall I behave and treat them. Well, lots of questions and the back of my mind. Shall I do this or that?

F: Em... what role did your professional training. When your '*Stage*' began, what role did it play in helping you answer some of these questions?

T: Yes! Well, I think the training period helped me in terms of pedagogy, yes? But in terms of administration... things became clearer. Well, as soon as I got into contact with the headmaster, the Secretary General and so on. Yes! Well, the training period helped me with the pedagogical side of it. It answered lot of the questions.

F: And this you got through the 'demonstration lessons' or part of it?

T: Some of the questions were answered by 'demonstration lessons'; others, as well, in the seminars because we were doing 'demonstration lessons' and seminars. I got some answers to the questions.. "shall I do the whole lesson in one hour or shall I divide it over two sessions?" and "shall I stop here or shall I keep on? How many lexical items shall I present to my pupils? Does the number differ from level to another? Are they the same in the 4th and 5th? Are the numbers the same? Shall I give them the oral test at the beginning?" And through the training period, things [got better] better, clearer and clearer!

F: So, you went through this process of learning to teach. You leaned a lot I'm sure. Now, in the abstract like that, what are the sources of learning for a teacher? What are his sources of information? Where does he learn from? You mentioned the opportunity of 'demonstration lessons', what other sources of information for the teacher are there?

T: What are the sources apart from the demonstration lessons? [Yeah!] There are the seminars. [where, for example? Reading books in applied linguistics or specialised magazines?] Yes, reading! Especially specialised magazines. For example, *FORUM*. I read it frequently and I benefit from experienced teachers. Well, because in *Forum* lots of articles are about how to teach and a teacher speaks about his private experience in teaching a certain expression or structure. [Yes, so your senior colleagues; the more experienced teachers helped you in your learning!] Yeah! This is what I was going to say. The leaders at school, yeah? (laughs) Well, I used to consult them. Well, it's difficult to remember but I know I used to consult them and whenever I got ... not blocked... got into difficulty in teaching, deciding things... well, I used to consult them. Eh... Yes. For example, the test; how many tasks shall I assign? Three, four, five? [how many points this, how many points that?] or "please, how did you do that?", "how did you manage that grammar point?" or "how did you manage that conversation?", "how did you manage that test?", "how did you get your pupils into that text, yes?", "The pre-teaching stage... well, I find it inaccessible. Please help me." Yeah? It happened to me many times and I believe in this exchange of

ideas between people... teachers. I benefited a lot from my colleagues and most of them asked me also [after] Yeah, after.. and now since I felt that need before, now I'm really all ears to fresh teachers, to assist them in as much as possible . in as much as I can. [yeah!]

F: So, a source of learning for a beginner teacher is the senior colleague.

T: And this creates harmony between teachers!

F: Yeah, it does. Also do you remember your experience with the *mémoire*? The research project for your '*Titularisation*' [that was a terrible experience by the way!] Was it?

T: Well, working on your *mémoire* and teaching at the same time is a bit boring, yeah?

F: You didn't use the old project you had done for the 4th year?

T: No, no. Well, I benefited from it, yes... because it was in a way the same subject ; errors [errors again?] Yeah. My favourite subject. Yeah, errors. Well, I chose a topic which I liked and I did it with pleasure, though it was boring and monotonous.

F: Well, but generally-speaking, do you think it was a valuable experience for learning?]

T: The *mémoire*?

F: Well, it's a compulsory component!

T: Well, not everything which is compulsory is beneficial but the *mémoire* is beneficial! In the sense that it makes us refer to plenty of books and consequently gain deep insights into different pedagogic aspects and this will, no doubt, help. Well, I know a lot about error analysis. I mean, theory at university and more things and I know much more about it in the meanwhile because I had to consult other books. So, I feel I in a way that I have mastered that area. The most important thing is, I think, becoming successful in doing it [aha!...] in correcting my pupils. I know when, where, what time and who. Yes, Who... [who makes the mistakes?] Yeah, Yeah and who? I mean, which pupil? Am I going to correct him? Sometimes I neglect him. Sometimes I correct him. Yes? I know the theoretical things [the background] or error analysis. I'm 'full' and I know what to do whenever a mistake is made by a pupil. Yes. I know now I think the best way is to correct him right now. Sometimes I decide, ... well, let me delay it for him; this pupil [it's not urgent!] It's not urgent. Well, my task is fluency-based so, it's better to delay correction later. Now it's accuracy. Well, let me correct him right now, yes? Well, this kind of pupil the one who just made a mistake is a bit shy. Well, I'll ignore it and let him speak. The other pupil is a brilliant one [is always speaking!] and made a [horrible mistake] a horrible, terrible mistake. Well, I didn't shout at him but I tried to make him aware of it. Well, also the technique. How to correct them. Well, there are many techniques as to how to correct them depending on the error. What kind of error did he make? Is it a 'global mistake'? Is it a 'pronunciation error'? Is it this and that? Yes! and from there I work out my strategies for correcting my pupils.

F: So your *mémoire* had a practical part?

T: It had a practical...

F: A practical side to it.

T: Yes, of course, it had a practical part to it. It's definitely practical!

F: So, what did you do? You collected data about learners' errors [yes!] and how did you manage that?

T: Yeah, especially about the written. I took a samples from my pupils' compositions [writing] from different levels I, II, III, IV and I sorted out types of mistakes then suggested the appropriate way of correction. I applied some ways of correcting code, 'w' for word, 'ww' for word order, 'g' for grammar, yes? and sometimes I underline the mistakes; just underlying without giving any hints about the types of mistakes, yeah? Eh... and well, at the end I wrote the recurrent mistakes for example, "there are a book" misusing the plural or using the singular and forgetting about the third person singular 's'. This is one way, I mean, the different techniques of it [so that was a very interesting topic for you] Yeah. Very interesting! [But for teachers in general, do you think this is... ] it's necessary. Yeah! [necessary because?] It's an opportunity for them to consult books and read about a certain area... and it is really much important to read your colleagues' *mémoires*. For example, I read one of my colleague's *mémoire* about teaching vocabulary. Well, I like it! I really liked it. You know things, yeah; 'active vocabulary', 'passive vocabulary' eh... 'semantic mapping', 'lexical scatter', 'cultural items' and 'linguistic items'... different things and how to present them. Presenting vocabulary; what must you present when you come across a text? What should you present? What should you ignore? What are the key words? Well, it was helpful for me.

F: Well, after getting confirmed, you do your *Stage*, your *mémoire*, your inspector comes to visit you... he is pleased with your work and you're a 'confirmed' teacher. What should teachers do? It's normally the basic event in a teacher's career. How could teachers keep on improving even after that? Because generally what happens, "now I'm 'confirmed'... I won't be thrown out of the job [yeah] so I just sleep]

T: Yeah! 'Developing' in that sense is really much more important especially for teachers... because if you don't go forward, you just slide back! [allright!] Well, especially for teachers. Well, I know some teachers who are much older than me and they are just 'good pupils' (laughs) Yeah! I felt that especially in my first year. I knew a lot of things from my courses at the *Faculté* and I spoke to this teacher. I even knew more than him in terms of... not pedagogy... but words, technical [the jargon?] Well the pedagogical jargon; 'jig-saw' reading, 'predictive reading',... "What is this?", he said. He didn't know.

F: So what should they do to keep on improving or to keep up at least?

T: 'To keep', yeah; especially to keep up! Well, there are the seminars... What we call the seminars or what we call the *Formation Continue* for teachers. Though they are very rare, just four or six throughout the whole year. Well, I think they are not enough because most

of them are badly done... the seminars... yes, they were badly done.

F: What should be the focus? Like...

END OF SIDE A OF TAPE 2

F: You know in Tunisia we have new textbooks, change in pedagogy, 8th form and 9th form all this dynamic situation! In your opinion, what should be the focus or content of the FC programmes including seminars, workshops, *Journées Pédagogiques*, etc.

T: Yeah! What shall I say here? In this case, we had enough of theory. We all know theory, so what we need is the practical side of teaching because what is teaching if it is not practice? Teaching is doing something through techniques, so I think what we need most is practice so this could be achieved, to my mind, through workshops, seminars [practice in relation to what? To teach what?] I mean, to teach grammar, for example. [How to teach grammar?] Especially how to teach grammar in a communicative way, because sometimes an inspector visits a colleague and he tells him [that's not the way!] You didn't do that in a communicative way. So, please show me how. [Aha!] And then next time, I'll do it. So he just makes remarks and there is no follow-up. So I need a workshop. Yes! I have a three-year experience and I'm eager to know how to teach certain grammatical points in a communicative way. Yes? I'm attending seminars regularly but I didn't find any answer [em] Yes, they tell you the Communicative Approach stresses the teaching of grammar inductively and not deductively. They are..What... What they are concentrating on, is the 'don'ts' and forgetting about the 'dos'; "Don't give the structure", "don't write it on the board", "don't give it to the pupils". So, if I don't do this so what shall I do? (Laughs) Tell me how. For example, to teach question tags and some certain verbs. Some verbs are followed by infinitives; 'to let someone do something' ..well, tell me how to teach it in a communicative way. So what is urgently needed are workshops where we are put in the pupils' shoes. We must do the work to be able to do it in class.

F: How.. part of developing..this development process for teachers is involving teachers in doing something new. Would you say that involving teachers in research like the type you mentioned for your research memoir [em]... You were involved in exploring the area of learner errors... How to deal with them and how to classify them, and so on. [em] How important is it, do you think, it is for teachers to be involved in research on a regular basis; not just for the *mémoire*. There are problems... I don't know [yeah!] pupils with difficulties in reading or learners with difficulties in speaking. How about identifying an area and work on it.

T: Well, to be honest we are not doing this ! [of course! yeah, I know that] Well, it is not one of the inspectors focus on. Well, I remember something they did which was to give us a paper and to make statistics of the pupils' grades. "How many pupils got between 5 and 10 and how many pupils got below 5? [Ahan!] This is what we are doing. [what do you think was the point?] Well, I don't know may be, that's their focus. We cannot blame them

for that. I don't know whether they are right or wrong. May be! Then, statistics reflect the 'competence' of the pupils! which is not true! Not true! Grades don't reflect the competence of the pupils by any means.

F: But ideally speaking, if there was a system in place whereby all teachers in schools are busy with exploring a certain area, what would be your position in relation to that?

T: Yeah! I like it. It's good. Well, sometimes they're doing it. The inspector assigns a topic to an experienced teacher; asks him to work on it and later he will present it in a seminar. Yeah! Sometimes they're doing that. It's really very rare [it's done on an ad-hoc basis not something regular or established] only a few teachers are doing that... and I like... I really like to be assigned a topic and to do it. Yeah!

F: But if it were put in place, do you think teachers will be able to manage?

T: Yes, why not?

F: There won't be any problem with research methodology or anything like that?

T: No, I don't think so. No problem! I mean, they can do it. On the contrary, it is encouraging for the teachers to read and know more about methodology. I myself, for example, read just one book a year. If my inspector asks me to do something, I will read in that case three, four or five books and in that case, I will benefit a lot and it helps teachers be more and more competent. Yes! [em] and having more knowledge about.. concerning pedagogy.

F: So, you won't say that the teachers don't have the time to do it.

T: Well, don't have the time?

F: Well that 's one of the arguments, as well. Sometimes coming from teachers [yeah!] "Why do you want me to do this? I do not have the time!"

T: I think if things are well-organised. I think the time is no excuse! I mean, if the inspector asked to do something this year and next year choose others.

F: Now you came to the teaching situation while already a change has been introduced like the shift we've made from the Audiolingual to the Communicative Method was already in place. Still we have change to come [yeah!] We have new textbooks coming, etc. What should be the change... the change in textbooks and change in methodology and so on and the *Formation Continue* as an activity eh... We know that this year... last year, the focus was teaching the 9th form, the year before, teaching the 8th form, and the year before that teaching the new programme and so on. [yeah?] So, what do you think about this approach to the FC? There is a change. We focus on the change. That's the main focus! [yeah!]

T: Well, I think *Formation Continue* in this case is very essential for the teachers. We have to keep in mind that some teachers spent 18 or even twenty years teaching in the



Audiolingual Method and eh.. I mean, abruptly. The method has changed and you should keep up. How can you do it? It's through *FC*. Yes? Happily I'm a fresh teacher and I just taught with the Communicative Approach but we have to think of the old teachers [yeah!]

F: So, if trainers were to introduce change, ideally speaking..If trainers were, like, in Tunisia now... to introduce change. They're obliged. It's their job to do it. What should be their focus? Practice or theory in that case?

T: Change in teaching?

F: Yeah, they're going to introduce change in pedagogical practice, of course, along with the change.

T: Well, I think the change should touch upon the textbook first. [em] The textbook should be changed. Yeah! The book should be adopted to the Tunisian context. Alongside with this teacher [yeah, it is going to be changed!] Yeah, should have a special kind of training to be in tune with the textbooks. You cannot teach in the Communicative Approach with an Audiolingual textbook [yeah!] because this is a contrast.

F: Yes, we know there's a new textbook. It's coming out. It's coming next year so what should the trainers focus on? The theory behind it or the practice?

T: Well, the trainers' focus should be on both. Yet, practice should be given the main focus [em] Theory, as I said, is really primordial. It goes without saying. A teacher has to know the theory of any single thing he's doing because theory makes you feel that you're the master of what you're doing. It makes you feel about what you want to achieve with regard to your objective. How... I mean the strategies, the process you're following; you're aware of it. You're doing something and you're leading your pupils. So, in this sense theory is very important [em] I cannot teach in a communicative way without knowing that in the communicative way, the integration of skills is necessary. A teacher can correct his pupils in a communicative way, can use the 'pre-', the 'while' and the 'post' and I can use most of the communicative features, tenets, techniques [but you don't know why?] I doesn't know why! Or just use one skill; just speaking for the sake of speaking or just reading or just writing. This is not good. In that sense 'theory' is important. I know my pupil should speak and read and write [because there is a theory behind it!] There is a theory behind it. That is, Skills should be integrated. That's why the theoretical aspect of teaching is essential.

F: So if trainers meet resistance from teachers... reluctance and resistance, what would you recommend that they do with them? [What?] Reluctant teachers. Well, I've been teaching with this Audiolingual Method for the past 18 years. Everything has been fine! No problem. So, why do you want me to change?

T: Yeah! Well, the resistance. I mean, it's... Well, in life in general. It's difficult to change things. Teaching no exception. A teacher teaching 20 years with the Audiolingual Method will find it difficult and tiring and eh.. useless [useless? (laughs)]. He would say Well, we're happy with the Audiolingual Method so why change? Yes? In general, old people are

against change even our parents or grandparents. Teachers are against change, as well. They say, "we had been taught in the Audiolingual Method and we used to be good pupils [and we are good teachers!]" (laughs) Yeah! We are 'good' teachers so why should I change?

F: So what should an inspector do in that case?

T: Well! Just wait till they retire! (laughs) No, no teachers are usually kind and nice and docile. They'll just go with the flow. There is nothing they can do about it. It is an official programme in the Ministry. Otherwise, you are against the law. You're not following the official programme. Not following the official programme, means you're not following the official techniques and the official method. Teachers are kind and they follow [they're docile!] 'docile', yeah! [So, you don't have a solution for trainers! To deal with those teachers, resistant teachers?] There is no resistance, I think. No resistance! Most teachers use the communicative [they obey!] May be they are not convinced.. even new teachers.

F: So, we will come probably one day to using the GTM and we'll have "translate the following sentences in the end of each unit..." (laughs) [Yeah, translate the following sentence into...] your native language. Yeah, why not?

T: You know? In the *Communicate in English* series, you have one section in the book which says '**Grammar**' in block letters! In the textbook you find, "Grammar: the Present Perfect, Has + have + past participle." The question is "Put the verb in between brackets into the right tense." [That's very 'Communicative!'] Yeah! Very communicative (laughs) Put the verb in the correct tense and it's the present perfect. So, here in the textbook it is written in block letters GRAMMAR! If you did it in your test, and wrote Grammar, it would be a catastrophe [you're not supposed to use the word?] The inspector would say.. How shall I put it? It's forbidden. it's against the norms of the Communicative Approach to write 'Grammar', though it is written in the textbook. Don't write vocabulary. integration of skills; vocabulary and grammar are mingled and we have no distinction between them while in the textbook it's written 'Grammar'.

F: That's a problem! Yeah, we were talking of the contribution of trainers in introducing change when they deal with teachers in the FC er...

T: Sorry to interrupt you, trainers have plenty of ideas because they are still fresh. They know lots of theories; many things but they are not given the chance to have a say in this topic [yeah!] Well, things are imposed from above; either from university teachers or ... Yeah! So, you just have to [implement] implement, yeah? [I was going to ask you about individual teachers. You are, I gather, a proponent of CLT. You agree with most of the objectives of CLT ? [Yeah!]] Now, in what way, you think, you can contribute to promoting change in that line at the level of your school! As an individual teacher?

T: Well, first of all, promoting that approach...I've been promoting it by practising it. Well, I try to practise it in as far as possible and to make my pupils get rid of some old habits, because especially in the first year of change, the pupils in the first year were taught in a rather Audiolingual way. The next it's the Communicative, so they were used to certain

[ways] ways from their teachers. Next year, things have changed. So, as a teacher, I try to have my pupils avoid or get rid of certain [old habits] Yeah, the so called 'bad habits' [and with colleagues!] Yeah, well, with colleagues, usually discussing and debating about things and trying to convince each other. Well, sometimes a teacher is against a certain point in the Communicative Approach simply because she didn't know it. I mean, if you tell him about it, he says 'yes' I like it. It's 'good' and he goes and do it. Yes? [em] so in this sense! [so it is a question of knowing, being aware of the options!] Yes! [so simply by collaborating with your colleagues] Yeah! Collaborating with the administration, as well..[em in what sense?] Well, this is 'theory'! Trying to reduce the number of pupils in class. Well, sometimes they give me a small classroom with forty pupils. I suggest a bigger one. Most of the time the tape recorder is out of work. I have to tell them that listening is a major part in the Communicative Approach (laughs) and the headmaster [has to buy one] Yeah! after three months. (in Arabic: there are many things I do not remember on the spur of the moment)

F: Now the last part of the interview is about career advancement [the other side of development!] Yeah. So, to your knowledge, what can be the ways of achieving advancement in you career as a teacher in general in Tunisia [well!] You have three years of teaching experience and problems are not thinking about it now.

T: Well, I'm thinking about it. Well, but in terms of promotion in general..can be *agrégé* but for English teachers, there is no *aggregation*. This is one problem. The next, there is what we call *PP*, *Professeur Principal*...Well, I think it happens after five years? [Five years of experience or eight years?] Five years..You have to take a written test. With ten years of experience, just a 'demonstration less' [em 8 years] with 8 years. So, it is not encouraging. Here promotion is limited [and the other route; being a *Professeur Formateur*, *Conseiller*, *inspecteur*, in the long run!.] May be! Yes, being an inspector. [It sounds attractive!] yeah! (laughs)

F: So suppose there are better possibilities for career advancement, what would be the benefit for teachers?

T: Yeah, that would have a great benefit for teachers. Well, a teacher dreams of being... of bettering his situation in terms of his job; a teacher dreams of having a higher 'grade' and higher status and dreams of being *PP* or... May be, I dream of something else like being an inspector and this also is likely to make me happy and satisfied even in terms of my financial situation because teachers all over the world are badly paid and even underpaid and when you get to a better rank in terms of living, this is one side of the thing. In terms of the job, I wish I could go in a training period to Britain or the United states. Having a 'stage' related to methodology and this has a benefit not only for me but also for my pupils having a teacher [who is fresh again!] who's keeping up with the new and trendy things, means having a competent teacher [em] Yes? and, therefore, a competent teacher will implement things in a better way and this will have a great impact on the pupils because if I stay like this; no training no research, and most of the time few readings. Well, this is **dangerous** for me! [em] Whereas, if I keep on like this for ten years...Well, I'll be just a 'good pupil' (interviewer laughs) just 'good pupils'. Later, I'll be very weak.

F: And how about taking a course at university; a post-graduate course. Is the university route a good one to achieve career advancement for teachers?

T: Well, for the moment it is not a good way. Well, but it's really hard to do it. I'm in the south so I can't do that and be home. This way it's no longer possible. I'll have to go to Tunis and so on. Follow the courses to take an exam at the end of the year [a mid-year as well!] Yeah, a mid-year exam. OK! Good... which makes it impossible for me to go there [so it's out of the question for people in remote areas!]

F: Well, I'm really sorry we ended up in such a negative tone! (laughs) A quite depressing topic! Thank you very much! This is just a question I'm asking all my respondents, How did you feel during this interview?

T: Well, [very thirsty!] (laughs) First of all, thank you for the invitation which was really nice. The meeting was very nice. It touched upon very important; if not the most important subject. That is why as soon as you told me about its focus I didn't hesitate to come. Well, I said I'm eager to know about the practice side of things. What we were saying all the issues were about this and we were talking about things I really like [yeah, so it wasn't demanding to think about certain things] No, it wasn't demanding! Though sometimes I felt that I forgot something. Well, [there were things in your unconscious] yeah! Most of the things were in my unconscious. Lots of things I want to say and I'm sure I forgot about many things. Well, I hope that I helped you a bit!

F: Well I'm sure you did!

T: At least.

F: And how about the length? It's a long interview!

T: Yeah. it was long but I didn't feel it was long. Just when you told me about the time. Well, and this is why I said the topic was, I mean..it was interesting for me. I liked it so I didn't feel the time at all.

F: Thank you very much

T: Well, I'm sure other teachers will like to talk about this.

F: Thank you. Thank you very much for coming.

(END OF INTERVIEW)

## APPENDIX 5.17

### TRANSCRIPT OF INTERVIEW WITH TEACHER 12

(28 September, 1998)

F: Thank you very much for accepting to answer my questions and allowing time for it. The first part of this interview is to get know you as a teacher so if you could give me a little idea about yourself and your experience in teaching.

T: I started teaching actually in 1980 but I was appointed in March 1981 because I was [in the middle of the year] No, I started by replacing a teacher but I was appointed officially in 1981

F: and have you taught in different schools?

T: When I replaced a teacher it was in Tunis in Lycée X. It was only for six weeks, I think but it was my best experience because I had no one to help me. It was not... [ehm] It was not official and I learnt very much from it because I made mistakes and I learnt very much from it and I learnt from my mistakes without being evaluated by anyone. Then I was appointed in Lycée Technique for the rest of the academic year and then in September 1981, I moved to Lycée Y for a year [it was also a good experience!] it was not worse than what we have in Lycée Carthage. Then I got married so I asked for a transfer to Z and I've been there since 1982.

F: and were you involved in a different job before teaching?

T: No, not at all.

F: and what levels have you taught so far?

T: From level one to level four.

F: The old system.

T: yes, and I have been teaching the sixth and seventh form for many years.

F: You taught the arts students and the sciences students.

T: Now they are taught the same thing since 1991 but before I only taught arts students.

F: Ok and what is the average number of students in your classes now?

T: Now This year? [in X yeah] between minimum 30. The biggest.. the largest class I've ever had so far was last year; 42 students [6th or 7th form?] Seventh [That's interesting]. They start off with 35-36 and then many of them repeat for the second or third time so [OK]

F: Now your previous experience as language learner. You learnt French and then English and may be another language.

T: Spanish

F: What do you remember about your experience with learning languages?

T: With learning? [languages] in the begining you feel that you .. It takes to a new world. It opens new windows [ehm] especially at the beginning when you begin learning language. You feel so happy that.. [to speak] to speak and to understand things but ... May be I understood things I did not understand before.

F: So what do you recall about the methods used with you as a learner? The ways your teachers taught these languages. I'm speaking very generally but you might choose to focus

T: Yes, of course, the methods were different from the ways we're teaching now..even though the system has changed. Not all of them.. I mean. I remember I started learning English, for example, in the second form and there were some methods used by some teachers..Intesting..eventhough the system has changed.

F: In what way did they impress you..like what?

T: The way they taught ? I never thought I was going to be a teacher so I didn't pay attention but now that I am teaching.. especially in the beginning I tried to remember how the teachers I liked used to teach.

F: and what particular things you remembered and you probably adopted?

T: I didn't like it when the teacher, for example, started the lesson with a test. I didn't like it as a student but even though from my experience as a learner.. this is from my experience as a teacher. The students come to me at the end of the year and even though they feel sometimes that I am strict and they don't like it when I give them oral tests all the time and they say that they regret that they did not follow my advice because they realise it was the end of the year and if they followed my advice, they would..

F: So, eventhough you didn't like being given oral tests as a teacher, you became for oral tests

T: Yes, now it is something.. Because I repeated a year. It was the seventh year and I had a teacher in philosophy eh.. I found her course very boring and I didn't follow what she was saying and I wasn't the only one.. [what was she doing that..] I don't know it was philosophy.. It was the first year and we tried to be [motivated] we weren't motivated at all. Then the following year I had another teacher and I remember the second or third week, as soon as the lesson started, she asked us to close our books and copybooks and she started to ask questions about the previous lesson and she asked me and I didn't know. I thought it was philosophy and I didn't have to learn things OK? and it was from that point that I began to be interested in philosophy. I tried to work, to be interested, to

understand what was going on and the same thing with another teacher. She was not a teacher of philosophy but a teacher of English; a teacher I had for four years.

F: You had the same teacher for four years? what a contract!

T: As a person, many students did not like her way.. not of treating students but her lesson was a little boring but it was very fruitful. I mean, once I was interested being interested in what she was doing,.. that was the year I repeated, OK? Once I was the first in the class so it was then that I realised that.. I mean, it was thanks to her.. and because I had her for four years, I felt that I learnt a lot of things from her. She was the kind of person who..

F : Was systematic or what? what about her method?

T : Eh..

F : She was doing things step by step..little by little?

T : Yeah, little by little. We didn't use to have worksheets or... Everything was [on the blackboard] yeah on the blackboard. She used to come to the classroom before we were in the classroom to write everything on the backboard so that we did not waste time in class like exercises or eh..and she used to do this all the time

F: so as a learner of language, what kind of learner were you? Were you the type who..

T: No, depending on the year. At the beginning, I was a bit of an observer and then I had family problems. I lost my father so things were hard [in everything] then I was especially interested in grammar and it is not only in English. I think it is the basis and we used to have tests out of twenty for grammar We had questions about the text and, of course, translation and so on. So, I always guaranteed my eight and I had more than the average but I was one of the best students especially in the 7th form. I became more conscious.

F: Were you the kind who participated in class?

T: It depends. I didn't like it when she asked us questions about the previous tests and I understand the students when they don't like it but now I'm a teacher so I have to encourage them. I know it was a mistake OK? This does not mean that you have to learn the text by heart. Since I was confident in myself about the grammar and more technical points so I didn't pay too much attention about..

F: So, what did you do out of class to learn English? Did you review the previous lesson?

T: As a learner? No, I don't remember reading books or.. No, it's easier for the students now to learn English even without studying it; from songs, from games from films [and TV stations] yeah!

F: How helpful did you find your university studies?

T: At university, I only studied English and became interested because I could get deeper into things. Many details. I didn't like all the subjects but

F: And did you find any particular subject or subjects that really had a relation with teaching afterwards.

T: Yes, of course..specially phonectics. We used to teach phonetics.. to teach and test phonetics. Even in the Bac exam, there used to be one or two.. The Bac exam used to be marked out of forty and five points were for pronunciation and if a teacher didn't pay attention to that, I know.. I remember I used to like that as a student. I never missed any session but I remember there weren't many students interested.

F: So that was helpful for you as a teacher.

T: Yes, very helpful. I didn't find any problems because I liked it. I am a perfectionist in some ways so..

F: So you didn't have much linguistics.

T: Yes, I did.

F: One year at that time.

T: Yes, in the fourth year and then.. Linguistics and what was it? It was something new.

F: Stylistics.. Comparative Stylistics.

T: Yes.

F: Comparative stylistics French/English.

T: It wasn't only translation.

F: Yes, part of it was theoretical.

T: It was especially the techniques of translation.

F: So you found stylistics also helpful.

T: Yes, helpful.

F: In what sense?

T: Eh..

F: When you say helpful, in doing what type of activities?

T: In my teaching? [yeah] Sometimes some students ask you some questions that do not even come to the minds of the other students in class and you have to give an answer. They are related to details [that you know from Stylistics] Yes.



F: OK! So at that time there wasn't something like applied linguistics or something like TEFL methodology that we have today at university. The subjects related to teaching.

T: No, I studied in 9 Avril.

F: Yeah, this is something recent. so when you started teaching in the beginning of your experience as a learner, what kind or kinds of knowledge did you find you needed to be able to teach.

T: At the beginning.. and of course we are not guided from the beginning. As I told you, I started in March so when I started in March, my colleagues were beginners OK? They were first year trainees and had attended many lessons [Ok] March was almost the end of the training sessions. Of course, the inspector helped me and I had a teacher.. a colleague who had very long experience so when I found a difficulty I resorted to her [ and can you recall what the difficulties were about?] I remember once I had not taught much and the inspector asked me to give a demonstration lesson about grammar in situation with pictures. May be she asked me to do so because she knew my colleague would help me because she did that many times so I did it, of course. She helped me so much. She did not only give me hints but she helped me with producing the visuals and so on. It was successful although it was the first time but it was purely grammar. Of course, now it is not...

F: So how important for practicing teachers to... You received help but to get ideas from different sources ?

T: Of course, in the start we have an inspector to guide us and in demonstration lessons, we can correct ourselves, improve things and, of course, I remember one time when I was giving a demonstration lesson..it was about modals and said to the students and wrote on the blackboard that 'might' was the past of 'may' and the inspector said that it was wrong to say that 'might' was the past of 'may' because in most of the cases it is used as a conditional [Ok yeah!] we can use 'might' in a past context when [changing into reported speech] yes it is not when may expresses permission for example. 'Might' has nothing to do with permission. So, I learnt from my mistake. Of course, nobody starts by knowing everything. I found the demonstration lessons useful. I try to be very attentive in demonstration lessons and ask questions and...[observing..watching demonstration lessons or performing them yourself?] The first year you just observe OK? So, it was especially observing other teachers perform lessons because that doesn't mean that all lessons are perfect. And it was from my mistakes that.. and from other people's mistakes that I was learning because in demonstration lessons, we had an hour or more time to discuss about the lesson. We spoke about the positive and the negative points in the lesson.

F: Yeah, and how important is it for the teacher to be informed about the official programmes?

T: Previously?

F: up to now. Now that you've gained a lot of experience [yes] would you recommend that other teachers always look at the official programmes ?

T: Yes, because at the end they have exams and all the pupils must learn the same thing.

F: But I heard that it is only recently that inspectors have been reinforcing the idea...

T: About?

F: I mean.. in other words encouraging teachers to read the official programmes.

T: Yes, we only used to have the book and the teacher's book. The teacher's book tells you how many hours you have to spend on each lesson and they sometimes give you a few hints or.. but not very helpful. Today with the official programme [there are more details] They are helpful but it doesn't mean we cannot add anything or change anything. Sometimes they are not sufficient. There are things which are not sufficient. With experience we do things according to the needs of the students. Sometimes we don't proceed in the same way. It depends from one class to another. It depends.

F: How important also is it for practicing teachers to know about the textbooks in use. You are teaching with *Communicate in English*, did you have a look at the other textbooks in use for 8th form and 9th form.

T: Of course, I have an idea and there is no relation between the new books and *Communicate in English*. If, for example, I had to teach 5th form, it would be very important to know.. to have an idea about the previous books because there is a continuation. There should be a continuation. If I had no idea about what was taught, I don't know how to behave with the students because I have to know exactly how I should teach before they reach the level I have to teach.

F: What kind of encounter have you had with the new textbooks for the 8th and 9th form? Did you get to use them ?

T: First, I just bought them to know how they are and if there is a change OK? And many parents got in touch with me and many parents because some, I don't know, felt lost. I don't know whether it is the case for all students.. I don't know but the problem is that these books are very ambitious and two hours a week are not sufficient. Most of the teachers who teach these levels..the majority are either trainees or have been teaching for a few years so they are so anxious about the programme. Of course, they want to finish.. [they rush through it] they have to finish the programme in a way or another that sometimes many students are victims because.. I mean there are many things that are very important and we need to teach because when a student stops a teacher, the teacher cannot say, «I'm sorry I can't. I'm rushing I have to finish the programme. » This is impossible..so eh.. I haven't had a look at the [first year secondary book *Spread Your Wings*] but I have been told that it is 'good' but I cannot judge [because you haven't been using them.] Yes.

F: Now that you have an idea about the 8th and 9th form, did that influence you when you went back to teach your classes?.

T: Yes, there are some special points especially in grammar because for the vocabulary it is enriched through the passages and I find vocabulary a problem because the more texts we have, the more vocabulary we have to teach. It is the way we introduce it and the way we practice it that is important because if we rush, the students don't study English and if we keep rushing, half the students would go out with very little. Sometimes it amazes me because, for example, there are tenses which are taught in 9th form. So, if I compare when I think about all the things that I'm teaching, I question myself about the 4th year in the new system. [the outcome] Yes, what is it going to be?

F: When teaching using *Communicate in English*, are there instances when you have to improve your knowledge about a certain aspect or the topic of the unit or a grammar point, etc? Was there anything that you had to improve your knowledge about?

T: Ye, it can be a word eh.. Something related to culture or we have to check. We have to imagine because we always have to imagine all the possible questions.

END OF SIDE A OF TAPE 1

F: I heard that some colleagues have problems with teaching the 7th form *CIE* because it is especially about the US.

F: Yeah. When I was a student we used to have British civilisation in 6th form and American civilization in 7th form but then it changed. In these books for the first time and starting from 1990-1991 that the students are..the teachers and the students are going to speak about American civilisation. Sometimes it could be even a word in American English. It's lucky that I had spent some time in England and in America so I'm familiar with certain things. But sometimes some colleagues can ask about..even the spelling of a word.. If they don't know it previously, they might find it strange. They might think it is a mistake and then sometimes it can be a cultural point [eating in America] Eh.. we have, I think, unit 6 about American life style

F: And colleagues find difficulties with that and as a solution, it is to check and to ask another colleague. When we talk about pedagogy, part of pedagogy is the methods themselves..The famous methods like the Grammar Translation Method, the Audio-lingual, now the Communicative and so on. How important is it for a teacher to know about these methods?

T: To know about the different methods? [Yes.] It is important to know because first we can compare. We can see what is positive about each method and even though we are following a certain approach, that does not mean that it is the best. It might have some negative points and when we meet with the inspector and other colleagues, we try to discuss what is positive and what is negative [what can

be problem areas ?] Yeah, and if we don't use one method any more, it does not mean that it was completely bad. So, by discussing the different methods, we might one day come to a method that would be a mixture of all.

F: Yeah! What aspects of the 'old methods' that you probably resort to from time to time?

T: Eh.. When teaching grammar..I always come back to grammar because I think it is important and it is the basis of a language if you want to specialise in it. Sometimes the students ask..neighbours and relatives ask me to help their children and when I ask them what their problems are and how I can help them, they always say, «grammar». Of course, now we teach [communicatively] communicatively. I mean we don't spend a whole session about grammar and each grammar point is going to be taught [implicitly ?] Implicitly within the context..within the reading comprehension or the listening comprehension and at the end of the lesson, if we have time, we recycle and give an exercise but this is not sufficient. It can be sufficient for 'good students' but not for average or weak students. It is not possible !

F: So, sometimes you resort to the explicit way of teaching grammar. This is the rule and..

T: Yes. I never start by giving a rule. I agree that this is completely bad. If I give the rule, the students follow it and that's it. I can't make sure. I always give an example and ask the students to express it differently and sometimes there is something missing but I always try to help them to find the rule themselves after making the change. [ but then you give them the rule and write it on the board] yes, and write it on the board in a different colour and ask them to learn it by heart and give them for homework a practice exercise. And sometimes even if I give them practice exercise? Sometimes I give them an exercise for a few minutes in class but I cannot interrupt the lesson and just teach that [only grammar] and then come back because they'll lose interest but even when I correct the exercise.. the homework, for example, if it is an important rule, I'll try to do it on the same day because once I finish the lesson..because we meet only twice a week; one hour and two hours [is it?] most of the classes one hour and two hours.. and if we meet on Monday and then on Friday, OK? I'm sure they will forget. If it is important, I'll make sure I go back to it on the same day especially if I have two hours OK? and I give an exercise OK? And if during the correction of the homework I find that the rule was not.. I do remedial work and..

F: Yes, and what would you say to a teacher who says: « I'm committed to the Communicative Method. I do not want to know about the other methods! » What would you say to him or her?

T: (sigh) I'd say it depends. It depends on the type of knowledge that we want to give to the students..

F: But in the context of our schools. We have an official programme, the textbooks, the baccalaureat exam and so on. so you might find a teacher who'd

say: « I am just going to teach in a communicative way. I'm not going to spend a whole session on grammar.. »

T: Yes, I can ask a question. What would they do if a student asks them to explain a very important point. For example, when they learn the reported speech.. Suppose, OK.. They start learning it.. In the old books they start learning it in the 5th form with questions and then it comes back in unit two with a text about tense. [You're talking about 6th form, 7th form?] Sixth form and we are asked to remind the students of what has been taught before and in the text, there is a sentence in the indirect speech: 'he informed me that I had...' Yes, he informed the waiter that he had given up spilling eh... because the waiter gave him a coaster.. a doly .. to put under [the glass?] yes and this in a modern pub not in an old pub so he was shocked [ahan?] and he informed the waiter that he had given up spilling his drinks since the age of three and a half. We asked the sutdents to change the sentence and to start with 'the waiter said...' So, how could this be sufficient? There is an exercise that comes right after the lesson and the sudents are given the verbs that they are going to use. If many things are not taught in detail, the students will be unable to do the exercise.

F: Yes. Thank you for this clarification. You said a moment ago that you really like watching other teachers teach. So was there an occasion or more when you said: « Ahan! This is a competent teacher! »

T: Ahan

F: When it happened what were your criteria for that?

T: Yes. Of course, there were many things that are taken into consideration like the method of the teacher: the techniques used, the time spent on each part, the interaction between the students and the teacher, the way the teacher teaches [the style!], the questions he or she asks OK?

F: So, you'd be for the severe or the relaxed type of..

F: You can be relaxed when teaching and be strict about certain areas. I am strict with my students. Yes, I'm very demanding. Because I do so much and ask them for the same in return.

F: Yes. OK. When you observe a teacher, obviously you look at the teacher a lot but also you look at the lesson and how it went?

T: Yes, of course. So a successful lesson for you would be..

T: As I told you before there are many criteria [yes, but for you ] Yes, it is first of all the relationship between the students and the teacher, the organisation of the activities, and of the behaviour of the students.. [because that tells you..] Yes, everything the student does, tells you about the teacher.

F: OK. Here we've been talking about colleagues but also you have contacts with the inspector. The inspector has an important role in the system in Tunisia as he or

she is a mediator really between what is required and what really happens and they try to match the two in a sense. so how important is it for a teacher, ideally speaking and generally speaking [yes] How important is it for a teacher to be in harmony or in agreement with the inspector or what the inspector requires.

T: Of course, the inspectors are expected to know more than the teachers. I mean, because they try to know about all the changes.. to know about specific things because they have to report to the teachers and eh... anything that is important and anything that is new, the inspector tries to communicate it to the teachers OK? I don't understand exactly what you mean by 'to be in harmony'.

F: I mean in other words like at this moment in Tunisia, the inspectors are a bit reinforcing a certain decision about applying the Communicative method and you might have your own convictions about the efficiency of certain ideas or methods that we call today old-fashioned or out-of-date or may be even bad. So, in that sense should the teacher follow his or her own convictions and if he/she does, to what extent?

T: I believe that a teacher shouldn't always follow the same methodology.. No methodology is always the same but not do the same exercises, the same activities. I mean I can choose eh.. [as an example?] as an example I can ask the students about a certain topic and to think about the examples; the advantages and disadvantages and the solutions OK? Now there are many subjects that could be treated in this way. It could be women's work, it could be..I don't know.. It could be...about marriage.. any topic. If we follow the same pattern may be the students will be bored. I always want to change. I might choose to deal with it in a very communicative way and I can another time to [go back to..] it could be a mixture of Communicative and..

F: How important is it also to be in harmony with other colleagues in the same school?

T: We can speak about collaboration especially in testing and in the preparation of lessons. In testing it is important because we can help each other and, of course, there are problems sometimes because, for example, a colleague wants to insist on one point and I want to insist on one point OK? but of course, we try to agree with each other but that does not mean that we can collaborate with all the teachers in the same way. As far as I am concerned, there are teachers with whom I always collaborate [in the same school] yes, especially in the preparation of tests or I can say in preparing lessons. We exchange worksheets and sometimes it happens sometimes that the answer is not evident. If the answer is not evident for the teachers, it will not be evident also for the students so we try to discuss that.

F: Now I'm going to be a little bit more specific about the Communicative Method. There are some aspects of the Communicative Method or some tenets of the Communicative Method like the importance of pair-work and group-work.. the importance of interaction and so on. So from your experience with the method so far or with *Communicate in English*...Eh..What was the influence on learners.. the influence of these techniques and procedures on the learners that you are dealing with?

T: Eh.. [If we take pair-work and group-work for the moment] OK. It depends on the subject. Because there are subjects that you want to talk about so they are very happy to have pair-work because they have something to say about it. I think pair-work and group-work should be about.. They should be natural OK? [ehm] So they should be real about everyday situations. Sometimes they are very successful and sometimes they are not.

F: Do you think that because there is pair-work and group-work, the students are learning more English?

T: It depends because sometimes the language used. The spoken language.. Sometimes I give them hints but for some students they can't start and when I tell that it should be natural.. they shouldn't look for difficult words. It is usually simple words and, of course, practice of some specially enacting situations that they learnt in a unit or... especially after a listening or studying a conversation. It is easy to imitate a conversation like a conversation between a patient and a doctor. It's easier for them, of course, after listening to the conversation OK? With the pair-work activity, they practise these situations and memorise them and especially they learn more when a pair-work or a group-work activity comes after [sometimes they have already discussed in class] yes, like after a telephone conversation or interview.

F: OK. also there is a lot of criticism about these methods [they are not always possible] they are not always possible, that there is too much noise, that the students speak Arabic or French. What is your experience with that? do you think this is..

T: It is noisy. It cannot be but noisy. Sometimes spontaneously especially if it is at the end of the day.. I ask them to do the task in pairs and then spontaneously.. instinctively I start to say 'be quiet' and I stop because I realise it is pair-work. Sometimes it disturbs others.

F: And does it bother you when they use French?

T: I know they shouldn't but sometimes they ask each other how they say such or such word. But when they are doing pair-work, I can't just sit on my chair and wait until they finish [You have to go around] Of course, I have to go around and sometimes they don't want to ask or don't know how to ask especially if they have to do it in English. So, if you are close to them and you encourage them to ask [they will ask]. They ask or see someone else asking. So when I say, « no Arabic or French » but when they discuss between themselves.. If I'm close by, they try not to but most of the time they do. It depends on the students. Good students can be spontaneous from the beginning but for the others, they have to think about the right phrase and then..

F: Yeah, and how about interaction. Now there is the assumption that the more the learners interact, the more English they learn. So what would you say to that?

T: This is true because the more they interact, the more they practise. The more they practise, the more they learn.

F: The question is that there has to be a lot of practice and that way they learn more English. [Yes] but also there is this reservation that yes they practise but what about the quality of that English. What do you say to this?

T: Sure! Of course, it's almost never perfect. They make many mistakes and we shouldn't stop them when they make the mistakes but there is another problem eh. I keep observing them and listening to what they say but I can't memorise everything. If I start taking notes, I can lose track of many other things OK? but there are serious mistakes if the mistake is important, of course, I try to ask the student to pay attention because some of them do not finish in time so while the others are performing or enacting, their friends keep on talking and this shouldn't happen, of course. It should be the same time for all performances and because they don't pay attention to their mistakes if they..so, I ask them to put their pens down and to listen and try to pick out some mistakes and we can never correct everything because we have to take up a lot of time and the teacher has to ask the student to repeat OK? so this is going to take a lot of time but I only insist on important mistakes especially in a dialogue. Now if the purpose of the pair-work is consolidation of a grammar point and they make mistakes about that grammar point, it should be [corrected] yes, and sometimes it sheds light on the way a point was taught. If many students [are having problems] yeah, or having a problem with the same thing; that means it will have to be reviewed or...

F: OK. Now the other problem is that of autonomy. The purpose now is to produce autonomous, independent learners who are going to go out there in the world and communicate with people from different countries. Excuse my sarcasm but how important is it for the teacher to produce this autonomous learner...

END OF TAPE ONE

So ideally how achievable is this? Have you noticed any improvement at that level? Do you think the learners will manage after all ?

T: The purpose of giving pair-work and group-work is partly to encourage them to be independent from the teacher, to be autonomous.. to be eh.. I mean, to react without being controlled by the teacher. Of course, the teacher is there to guide, to prompt.. to help when help is needed but especially when the students ask for help. But the more group-work and pair-work we do in class, the more autonomous [they become] they become. Yes. This is the preparation for the future eh...

F: And have you noticed ever since this change has been introduced that probably our learners when they come to the English classroom, they expect that role from the teacher? Do you find that they probably still expect the old ways from the teacher?

T: Of course, it depends.

F: It depends on the children, you mean?



T: It depends..we cannot teach everything through pair-work or group-work but is it..

F : OK. The stereotype is this; when learners come to class, they sit back and wait for the teacher to do everything. The teacher writes the words on the blackboard, underlines them and write the phonetics and then the students write it down. Do you think the students have this reaction or would they rather like to be involved? What do they expect?

T: The more they are used to a certain degree of autonomy, eh.. How can I put it? If we encourage the students to be autonomous and to be independent, they expect less and less from the teacher..to be there and explain everything. Sometimes the student always want to ask questions and to know more and does not wait for the teacher to ask him what is your opinion about this or that..

F: Another issue related to the teacher. The idea of the teacher developing.. we can think of the teacher from the beginning of his or her career developing and so on.. As a beginner teacher, what kind of things does the teacher have to know as a beginner?

T: From the beginning?

F: Yeah!

T: Of course, to know the programme; to know the different techniques, the different methods ..especially the programme and the things that are required to communicate to the learners and the methods that are used. But at a certain level this is not sufficient because we have to know more and to see what are the changes and to be always up-to-date because if we continue to..because if you learn something [and stop] stop there, we don't evolve and we don't keep our students interested.

F: You remember in the beginning of your career when you had the training.. You had to attend the Stage or the professional training.. How important was that for you to grow as a teacher?

T: You are talking about the *Stage* with the inspector?

F: Yeah!

T: We spoke about that when we were talking about demonstration lessons. The more demonstration lessons, the more I learnt from the discussions after [so that was important] the most important thing because if we start teaching and we don't know the methodology [the methodology in place] When we teach it could be 'good' and it could be 'bad'. I remember when I started teaching I did think tthat seemed to me advantages but when I was questioned about them..when I discussed them with the inspector because when the inspectro leads the discussion after the lesson. He leads the discussion..it does not mean that..and he changes..I first started with an inspector who used to follw..for example, the first inspector said we always have to start with a grammar point and then we had another inspector

and that inspector..I remember when that inspector said : «You should never start with a grammar point » I remember I raised my hand in front of all my colleagues and said : «How come you say so. My inspector said you always have to start with a grammar point » and since that time I tried to change..I could not change to the new automatically. I had to think about it, to apply it and try it..It was little by little that I was convinced. It is not that I decide to change and the day after I change.

F : And do you remember your experience with the research *mémoire*..[yes] Was that a learning experience?

T: I remember at that time I did not agree eh...[with the purpose of it?] The purpose..I did not find any..I never consulted..I don't even remember what was in it. I did it because I had to do it. I asked my colleagues who had done it and they did not encourage me to invest too much in it because it was [just a formality] it was just a formality.

F: Ok. The assumed purpose of this is that it is an opportunity for the teacher to go look up some theory from Applied Linguistics textbooks, apply it and have a practice part to it..well, things have changed today. There is more practice to it. It has to be related to something you do in class. So, how important do you think this is..the idea that the teacher has to read Applied Linguistics books.

T: yeah, it is good to read but I don't find anything pedagogical in it..it's theory and eh...

F: So you don't think the teachers benefit from reading theory in Applied Linguistics?

T: May be it depends on the subject..the topic chosen by...

F: Yeah, and you are subscribed to *FORUM*. You receive *FORUM*?

T: Yes.

F: What do you think of a magazine like *FORUM*. I know there are others but..how helpful do you find it?

T: I don't find it helpful in a way that I can use it in my class.

F: Would you recommend that teachers in Tunisia carry out research at the level of their schools. Identify a problem..I'm suggesting, for example, students in *Lycée X* have a problem with reading, so the teachers in this *lycée* spend some time investigating the problem..why there is a problem..

T: We know why there is a problem..there are no books..there are no books adequate to their level. The same thing for the French books that we find. Our students start learning Arabic for two years and the books that we find for beginners are especially in French. The books that we find for beginners are stories that they learnt in primary school [so that takes them back] Yes, may be if I ask my student to read..as beginners..to read *Snow White* for example, they

wouldn't like to read *Snow White* [yeah at the age of eighteen] Yes, it is not at the age of fifteen that they are going to read about *Snow White*.

F: Yeah, that's a serious problem. But do you think the teacher should be involved in research?

T: Why not if it is going to be helpful for the learners [would it be helpful for the teachers?] Yes, if it can come out for solutions for the students [yeah, yeah..so that should help the teacher as well].

F: The Formation Continue..If the people in the *Direction Générale de la Formation Continue* ask you "what is the thing that we should focus on next year?" What would you suggest? So to prepare for the programme next year..the *Journées Pédagogiques*, seminars..local, regional, national and so on. What do you suggest as a focus? What would be an important issue to tackle?

T: Related to the programme?

F: Related to what the teachers need.

T: Before we speak about that we have to..I mean if we know everything about the programme..all the official programmes..For example, in our school we start in 4<sup>th</sup> form and the change is going to come.

F: Yes, so what do you suggest?

T: To discuss about the programme [the new programme] How feasible it is..[to introduce teachers to the new programmes] to discuss the feasibility of the new programmes..the new books and how it should continue..it should continue..there should be a relation between the books [it's continuing] yes, yes, it should be [it's coming ] and there is something positive about the things going on now and [so informing the teachers..] I remember the books we were using now changed..the first books that appeared were book III and book II [yeah..Oh, about *Communicate in English*] yes, and then book III and then book I while normally you should start with book I to see how you go on. [So you suggest informing the teachers about the new books that are going to be applied this year and the coming books].

F: So, if trainers..you imagine the trainers' role in all this..how are they going to go about it..what emphasis..what emphasis should they have in their *Journées Pédagogiques*..in their seminars..[for trainees or for trainers?] The trainers..how are they going to go about it ? To achieve that goal..If the goal is going to be what you've suggested [you mean the *Conseillers* and the inspectors?] Yeah, the inspectors are going to be the animators of these *Journées Pédagogiques*.

T: Of course, they should try to involve all the teachers because..[and the question of theory/practice] Yeah, sometimes things in theory seem to be possible but in practice..it's with practice that we know something is difficult or is easy..so, of course, through the experience of those who have already started..I'm sure after the inspectors..of course, the inspectors are always interested in the new books and they try to see how things..[so you suggest they use lectures, demonstration

lessons or...] Of course, first demonstration lessons..not only trainees are to attend that..we are used to that with our inspector..we have been teaching for many years [but still involved] Oh yes..because it is very important to be always involved..It is not because I've been teaching 6<sup>th</sup> formers and 7<sup>th</sup> formers for many years that I should not be concerned about other levels..because it's coming [yes, so you suggest demonstration for one thing] yeah, lectures, seminars, workshops. We have to be involved in workshops because we are the teachers..we are in contact with the students.

F: And what will you be doing in the workshops?

T: Designing teaching materials..[teaching materials] because who better than the teacher who could know the needs of the students [yeah like thinking of ways to apply the teaching materials..preparing units] even if the books are already prepared, before issuing them..the trainers should [try them?] Try to get feedback from the teachers.

F: Ok the last question is about career advancement. Opportunities for career advancement and their influence on the teacher from your experience. What would you say about that?

T: It's very important he will always try not necessarily financial outcome because the first satisfaction for the teacher is the results of the students OK ? At another level, people who work in offices get promotions Ok ? It's a satisfaction. Sometimes the money that is given in the promotion is not important but the promotion itself is a satisfaction for the teacher..and we as teachers do not have such opportunities [few opportunities you mean..so becoming *PP* or *Conseiller* are the only..] yes. So, the possibilities even in my experience..I took the *PP* twice but it did not work but it does not mean that the lesson was not successful but the [prospects are very limited] yes, very limited..[they have to promote a certain number of teachers] I was even happier the first one than the second..the first one I felt it was a success.. I mean..and the students congratulated me before even [they always do that] yes, on the day of the test it was on the *concours*..it was really..I was happy but it doesn't mean that..I know it was a *concours*. We can demonstrate a lesson and be unhappy about it [and the others see it as successful] No, it is not because I demonstrated the lesson, I see it was successful because it was myself..No! Because sometimes you have ideas and you put them into practice perfectly and after the lesson you feel there are things you could have avoided and this happens all the time..but the problem is that the first time I felt very satisfied. I was very satisfied and even the day when the director..the headmaster asked me to go to his office, I thought he was going to congratulate me. He was there that day and because there was a lot of speaking in it and the students were very active..I remember it was about drugs..problems and solutions..no it was about alcoholism..and the headmaster was to congratulate me but he was so sorry about it..I know this happens..[Oh, it happens with many teachers!] It happens with many teachers but it should be reviewed.

F: Well, thank you very much for allowing time for this interview and I am sorry I kept you [no, that's alright!] Just one more question and we can do it as we're walking.. What did you feel about the issues raised in this interview?

T: Well, I feel it is interesting. I hope it will be helpful for you. I tried to be as helpful as possible and speak about things I really feel. tried to speak about things that I feel..

F: So the questions weren't threatening or..[no, no. Not at all!] You didn't feel it was too long?

T: No.

F: Thank you very much again.

T: You're welcome!

(END OF INTERVIEW)

## - APPENDIX 5.18

### TRANSCRIPT OF INTERVIEW WITH TEACHER 13

(18 September, 1998)

F: OK. Thank you very much for accepting to answer my questions [not at all!] and allowing time to for it and being flexible [allright!]. The first part of this interview is about the teacher. Can you give me an idea about yourself as a teacher?

T: I've been a teacher for eight years now. I've been teaching since 1990. I've taught in many schools. I've taught in X, Sousse and then in Y and then in Z [so you have been really going round] That's right, I am a *PES* teacher

F: And how many levels have you taught?

T: All levels from 8<sup>th</sup>, 9<sup>th</sup> Basic Education to the 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup> and the Baccalaureate.

F: And your school now is a secondary or a Basic Education school?

T: My school is a Basic Education school and there are only two levels of English; the 8<sup>th</sup> and the 9<sup>th</sup> form [in the same school?] in the same school.

F: You're the only teacher of English there?

T: No, we are three teachers

F: And what is the number of pupils in your classes this year?

T: 38 to 40 [large classes!] large classes especially with the 8<sup>th</sup> and 9<sup>th</sup> [em ] they are young pupils [and they are very quiet] yeah! (laughs)

F: Now I'm going to take you back a bit to your experience as a learner of French and English. May be you learnt another language! [No, no when I studied only French and English] So, what do you remember from your experience as a learner, say, of English?

T: It was not the same way as now. You mean the method?

F: Oh yes! May be the whole situation. You as a learner ... the method used.

T: I didn't use to speak a lot with my friends in the English lesson. Only, for example, asking a question to the teacher and trying to answer the teacher and whenever [he spoke to you. Otherwise] you have to be quiet! [em yeah] Our lessons were mainly grammar and vocabulary and some reading and some...

F: You studied through the older programme *English for Modern Life*?

T: I didn't teach through the older programme. I taught the new one.

F: But when you were a student, you followed the older programme. Was there something you really liked about your teachers at that time?

T: Yes. I had a very nice teacher of English. I liked him a lot and I liked the subject very much.

F: What was special about this teacher? I mean, what was it you liked about this teacher? The way he taught?

T: No, as a person. [His qualities?] As a person and the way he taught. He didn't write a lot on the board. He was very precise. The vocabulary words; just six or seven and then in the test, he asked about the same things. So things were precise. For example, in the 7<sup>th</sup> form I was with another teacher and the blackboard was full of vocabulary and grammar and when you want to revise, you can't revise everything. It's not like the other teacher. So I find it better and even now when I'm teaching, I don't give a lot of vocabulary [em] yes, the essential words to be focussed on.

F: As a learner of language, what were you like?

T: I loved the subject so I was active in English [so you participated a lot] I participated a lot [and what did you do to...] but we weren't required to talk a lot. Sometimes answers to questions. For example, the grammatical... the grammar. It's all there on the blackboard to be copied on the copybooks [and to apply in an exercise] So participation is concentrated on reading passages and questions and answers [yeah]

F: So if you recall now when you had a reading passage what were the questions? Like where did John go or...? Where did John go? How old is he? From the text. Questions are not...

F: And pupils in class in general. Did they use to participate?

T: Not really! Two or three pupils in my class were participating.

F: And what was the problem in your opinion? What kept them from participating?

T: Communication was not very... [Was not the focus!] yeah, and the pupils did not feel that they can communicate. They could not use the English language easily

F: yeah, yeah and you went out of class. When you went home, how did you study for your English class?

T: I concentrated on my copybook to revise it and then I used my dictionary to check the meaning of some word, to check the phonetic transcription of the words [so you had an English-English dictionary?] No, in the 7<sup>th</sup> form I did but at the beginning I used English-French.

F: Did you use to write a paragraph and give it to the teacher?

T: Yes. To be corrected? Yes, we were required sometimes to do this. [You were required? You did not do it on a voluntary basis?] Yes, sometimes I did that but not all pupils did.

F: When you were a university student, did you go on a language training trip abroad?

T: Yeah, at the fourth year. We went to Manchester [you stayed how long?] Two months [And was that with other students?] Yeah. [What was the arrangement then? Did you live with a family?] No, all the students from the *Ecole Normale* ... All the class with our teacher Mrs Tarchouna and there were three or four British teachers who were required to teach us

F: Yeah! And how beneficial was this experience to you as a person and as a teacher?

T: It was beneficial in the way they gave us some examples to follow. How to give lessons to pupils [you had a methods course!] but we weren't really focusing on this (both laugh).

F: What did you concentrate on then?

T: Going to places and going out and eating English meals.

F: So, that level of the experience. Going to places and trying English food, etc. Was it helpful for you as a language teacher?

T: Yes! The way they were speaking sometimes. Their gestures, the way they were speaking. But two months were not enough.

F: Now your university studies as a whole. The university subjects you had to take; literature, civilisation, history, linguistics, etc. [translation!] Translation. How helpful did you find these subjects [for teaching?] How helpful for you as a teacher.

T: They weren't very helpful [None of them?] In fact, they prepared us to continue on studying [for post-graduate studies] Yes, that's right but they didn't prepare us for teaching. They didn't help us at all but we had a *Stage* in the 4<sup>th</sup> year [professional training!] Yes, professional training.

F: What was it like? Was it with an inspector in the area?

T: Yeah, with the inspector Mr X, and with a *Conseiller Pédagogique*.

F: And what was the experience like?

T: It was a little bit helpful but the atmosphere was not a learning atmosphere. [It was not serious?] It was serious but we were shocked by this experience with Mr Y

F: By the reality! What was inspector like?



T: Too demanding, hard..When you try, for example in the first lesson I gave, instead of giving me some advice on how to avoid these things... not to do these things... he was attacking me in the first lesson. So I didn't like that because normally I was a new teacher so the first lesson must be criticised but in a soft way. How to... Try to do this. This is good but this is not good, etc. But not try to [run down the trainee!] But later my training here with Mr Z was interesting. He tries all the time to give you pieces of advice [alternatives] All the time he says, "You're a good teacher. Try to do this and it'll be better but you're a good teacher"

F: Em yeah, yeah. So for the teacher, we're talking about the teacher now. When the teacher starts teaching [em] after 4 years of theoretical courses, if you like, what kind of knowledge does he need, do you think?

T: Knowledge? In my experience, the knowledge I took from my secondary education was enough for teaching (interviewer laughs) Surely!

F: In what way is this possible?

T: Surely because you've got the programme and it is not very difficult. So what you need is how to teach; a training course not all this American Literature and American civilisation and so on. What can you do with this with the pupils but I needed it when once I went, for example, to teach at the Faculty of Law. I needed some things from my courses in... [but even when you teach the 7<sup>th</sup> form and you have all this programme about a lot of aspects of American civilisation] You need it that's right especially with the new programme. You need some knowledge about American civilisation, American history, talking about Americans [because it concentrates on America] Yeah, but not everything.

F: So if we say in order to be able to teach a teacher of English needs to know English itself. To what extent would you say his knowledge of English should be expanded because we can be...

T: First of all he needs to attend 'demonstration lessons', seminars organised by the inspector [and what would he learn from that?] He needs to know how to teach a lesson. How can he plan it, how to set objectives for this lessons, how to control the class, the timing. It means for example, [how much time] how much time for each activity and the different kinds of activities. All this. So, the lesson must be planned before.

F: So planning the lesson, managing the class, and how about his knowledge of the content? Does he need to know much and what is it he needs to know?

T: Of course, if it is for example one of the activities reading comprehension, he really must prepare that beforehand.

F: The topic?

T: The topic, the questions he needs to ask. He must be prepared for every question coming from pupils.

F: Did you have sometimes to go and get informed about a certain topic you had to teach in any of your classes?

T: Not really but you need this for the test. For example, if you have to choose a text for the reading comprehension [you have to search] We have to search for this but not for every day teaching because you have a test in the book. You have a cassette so you've got the book with you. This is not the focus.

F: How important is it for a practising teacher to know about the official programme?

T: Very important because sometimes you want to mix between two lessons.

F: So you should know about this. So you always have a copy of the programme when you prepare your lessons?

T: Of course, the official programme is very important. It guides you!

F: So you have seen the programme for *Communicate in English* and for the new books as well? [Yes, yes.] Because the 8<sup>th</sup> and 9<sup>th</sup> form programme has been going on for four years now [yes, this is new!] For the old system secondary education there was another programme [yes] this is *Communicate in English*. [Yes CIE] That was for the 1993 programme and then in 1995, there was another programme for the 8<sup>th</sup> and 9<sup>th</sup> form [yeah] and this year they just published a new one for the whole programme [allright]. How important also is it for the practising teacher to know about.. to develop a certain awareness about what the other books in use? So, for example, you are teaching 6<sup>th</sup> and 7<sup>th</sup> form CIE do you feel the necessity to know about the 8<sup>th</sup> and 9<sup>th</sup> form textbooks?

T: In this instance 'no' but if you are teaching all the time 8<sup>th</sup> level, it's important to know about the 9<sup>th</sup> level [and the 1<sup>st</sup> level] No, the 8<sup>th</sup> level is the first level [you know the first year secondary education] yeah! And it is very important to know about the next level because you need to prepare the pupils for the next levels [to see what's ahead!] and you get informed about the previous level because you need to know where the pupils stop [like if you didn't teach 8<sup>th</sup> form before and you were to teach 9<sup>th</sup> form this year so you have to go back] right! And this year I have begun with a revision for the 9<sup>th</sup> form in order to finish the book.

F: Yeah, and did you ever feel the need to use other textbooks, British or American? You mentioned Headway.

T: Yeah, especially some practise exercises or when looking for some passages for reading comprehension.

F: and how do you get hold of such books?

T: It's a little bit difficult so you have to go to CREFOC. There are many [a lot of resources!] so you just photocopy from them!

F: In terms of pedagogy. We mentioned a moment ago pedagogy and lesson planning... Now the question is of the methods themselves. Remember your course in England and your course in *EN*. You spent a few hours on the GTM, the

Audiolingual Method, the Communicative Method, etc. What is the philosophy? What are the principles and so on and so forth. How important is it for teachers to know all this? This type of Knowledge.

T: It is important for teaching because as a teacher, you are required by your inspector to follow one of the approaches or all of them together. It depends on ... So, you are not free to teach the way you like to teach.

F: So this knowledge that you develop at the level of the university is theoretical.

T: It is theoretical but you have to practice. [To try it yourself]

F: so would you suggest that there will be some practice part in it? [yes!] In terms of practice, how is it possible either at the level of the university or the level of professional training to help teachers with this aspect so that they apply this method. What can be the ways to do it?

T: Trying to find out about eh... some training courses for the new teachers. It's very important for the new teachers, I think.

F: Well, we have the '*Stage*' in place and that helps.

T: That's not enough. Not enough because there must be one course which is training the teachers how to teach [so you are suggesting a private school?] Yes, (laughs) Well like in Britain [in Britain yes!] so people go and take courses [yes]

F: So in order for a teacher to be able to mix methods OK? The programme emphasises the Communicative Approach but if the teacher wants to use 'repetitions' one technique from the Audiolingual method...

T: Sometimes we need to mix. So how to pronounce a word is important. Repeat this [em repetition!] Not all the time but sometimes repetition is efficient.

F: So here knowing the specific techniques to carry out such activities is important so you're going to divide it or if you're going to use backward building or do a substitution drill or choral repetition, Individual repetition... So how can the teacher master all this if he was just born in the communicative era? You know we have to think of the new teachers who have never been taught ... [but we have to use the Communicative Method. It's very important. The communicative approach is the most important] but if you suggest that being 'eclectic' is something useful.

T: I think the teacher uses this communicative approach without thinking about it. Because if the person is going to pronounce the word, for example, 'neighbour' wrong, you're going to say 'say it again', 'repeat it' and not 'neighbour' or I think it is not important for a teacher to know about the different approaches. When he's in class, he's using unconsciously all these techniques together but, of course, we are required to use the communicative approach. [Yeah]

F: Ok you have already had experience with observing teachers in 'demonstration lessons' when is it that you say "Ahan that is a competent teacher". I like this lesson! [yes] What are your criteria?

T: The objectives of the teacher. The objectives used by the teacher. How far the pupils acquired the different words or [the different items] the different items. The way of presenting the grammatical rule. How it was done. The practice of this grammatical point by the pupils, etc. so it's very important.

F: In terms of pedagogy you were mentioning your first experience with the inspector that you had to leave afterwards. How important is it that teachers and trainers. That is, it can be the *Conseiller*, the trainer that the teacher and *Conseiller* are in agreement, in harmony. What is the effect of that on the teacher?

T: It's very important for the psychology of the teacher. Other things; even the administration when you are working in a school with a good administration, a nice director, nice colleagues and etc. It's very important. When the inspector is helpful flexible, it's very important for the teacher because preparing teachers to teach in a flexible way and is very relaxing.

F: Now that we have this communicative approach in place, how important is it or what is the benefit for learners of the use of, you know activities like pair-work, group-work, problem-solving; all these activities we did not have as pupils.

T: They are very important especially for the Communicative Approach to have pair-work activity. They help them practice the language, communicate in a natural way. eh...self-correction... Sometime they correct themselves and the main focus is how to communicate, receive a message and give a message to the others [and...] and how to be the learner is going to feel that it's not all the things given from the teacher..he is going to feel eh... [part.. part of it] part of it and someone who is active.. someone who is producing something.. not in a passive way.

F: You know some of the problems involved in this. This is the question of noise, the question that learners use Arabic instead of using English [yeah] How do you cope with this?

T: All this is accepted as far as the inspector is concerned. We should accept this. It's not a problem. If they are a few minutes of noise this is not a problem. Then you can [you can close the windows] you can close the windows and the door and no problem.. and then a few minutes of noise is not a problem. The use of Arabic is not a problem either.

END OF TAPE 1 SIDE A

F: So the question is what role do activities like pair-work, group-work play in learners' mastery of the language?

T: They are very important. The learner is going to feel a little bit independent [em] and using the language in a natural way and in a contextualised way. For example, if I want two learners to have a conversation about..for example 'in the

shop” and one is going to be the shop assistant and one is going to be the customer, it is going to be natural

F: Eh..but even though they make noise or use Arabic?

T: No problem. The most important thing is how the learner is going to give a message and to receive a message. This is very important. Of course, he is not going to use a lot of Arabic or a lot of French. That way it is not going to be an English conversation but sometimes if he can use one word or two words that's not a problem [so they learn even more English that way!] yeah! [What? They learn it from the other students in class?] No there will be a pre- [pre-writing activity] pre-writing or pre-speaking activity in which the teacher is supposed to give them some expressions..to give them some words to be used and then to guide them..and then, for example,..this is an example of a conversation [em] and then the learners are supposed to speak together.

F: And so would you say that interaction in itself, either learner-learner or learner-teacher, teacher-learner and so on... Do you think that interaction is also an important factor in enhancing learning..learning the language?

T: Yes, it is..but it must be guided by the teacher. The learners cannot learn the language by themselves. They must be guided by the teacher. [so the better the guidance, the better is the learning] yeah, guiding is very important but the teacher is not going to be the focus of all this.

F: So do you try to encourage your learners to be independent from you as well?

T: Sometimes..not all the time

F: In what way do you think there the learner has to be independent?

T: In the way that the teacher is going to explain something in the lesson. For example, trying to find a situation where the pupil has to use the present progressive, for example. The teacher is not going to say, “this is the present progressive to be + verb + ing [ehm] the learner after all is supposed to..is supposed to give the rule to the teacher [to guess it] to guess it and then the learner is supposed to give some ideas himself er.. [about a certain topic] about a certain topic..he's not going to expect that the teacher will give all the ideas..all the things. [To say OK today we're talking about marriage so marriage is this and that ] and then to give the synonyms of to marry and the adjective and the noun that's all. Copy this in the copybook and that's all. “Write it in the copybook” and that's all. Because the teacher should give the opportunity to the learner to express himself, to give ideas, to think about a subject, to participate and not to give the subject and everything ready for him.

F: Check something in the dictionary, do the homework by himself eh...

F: What type of homework do you give them?

T: Sometimes I give them some research projects. For example, on food “try to make a little research about food” and then they are supposed to find out about this food in the dictionary. What does this mean and what does that mean [em]

F: and he's going to present it.

T: Yeah, present this for the teacher.

F: Judging from your experience, what role do learners expect from teachers generally speaking. What is it that they expect from their teacher? You were saying that the teacher is no longer the one who provides the information the knowledge. Is it exactly what the learner expects? May be they want something else.

T: Sure! They don't expect from the teacher that they give. They like that the teacher does this but I think they don't expect the teacher to do this. Do everything especially that you know the approach used now in English is also used in other subjects [like French?] so things are normal for the pupil. They must discuss [otherwise they'd think they're punished!] yes, yes. That's right.

F: I asked a moment ago about the meaning of 'development'. You were saying that you've attended a seminar on teacher development. In what sense was teacher development used?

T: How the teacher develops his way of teaching [em] self-improvement through different kinds of ways. For example, attending 'demonstration lessons that can be a way of improving his/her teaching. Going to seminars. There is a lot of theory but it helps the teacher to eh ... Self-criticism "why did I do this? Why did I do that? Try to do this and then find out why it did not work [experiment different ways] Yeah! For example, you've got two fourth year level classes. The way of teaching the lesson with the first fourth level sometimes is... I'm going to change this. I'm going to use another [technique, etc. And you find out it's better.

F: Talking about ... (short interruption to answer phone)

Now I'm going to use development in the sense of following the teacher the growth of the teacher from the day he/she starts teaching and throughout his/her career. What are the things the teacher learns on the spot the first weeks of teaching? For a Tunisian teacher, of course. [Nothing! (laughs)]

T: Yes, I know many teachers in the beginning they don't know how to teach so they try to follow the method through which they were taught so when they attend the first 'demonstration lessons, they say "Oh, I don't teach like that!" So that way [they begin to learn] the inspector is going to visit him for a first time and he's going to change his method [yeah] but in the beginning we don't know how to teach. Believe me there was someone who said, "I don't know how to teach" [how to do it] and how to manage the classroom, etc. so it is difficult in the beginning [but for you it was not that difficult!] It was not difficult because I was already taught how to teach at *Ecole Normale*.

F: And then you had your beginning with one inspector and you changed with another. In what way your 'Stage' as you started teaching...Your professional training. In what way did it also help you learn new things from your experience?

T: Yeah. It helped me learn how to teach; the 'Stage' We attended lessons. We saw a teacher teach and then we said this is how to teach [implicitly] yeah!

F: So what was it that attracted your attention particularly as a learner?

T: The thing that was strange to me was that I had to teach not in the way I was taught [ehm] so I was taught in a different way and I must teach in the Communicative Approach; pair-work group-work.

F: So you went to observe a lesson. What was it you concentrated on?

T: On the teacher and the pupils

F: Yeah. So the teacher... How he behaved?

T: How he behaved. How he changed from one place to another because this is very important. The inspector says, "you don't just sit on a chair like that. What different kinds of activities he prepares and what are the different techniques used by that teacher [em] and the different kinds of activities. What were his objectives, how he prepared the lessons, the worksheets prepared by him/her, etc. etc. etc.

F: And then you went and worked on this research memoir. In what way is working on his research memoir a learning experience for the teacher?

T: Yes, for example, my memoir was on the importance of visual aids in teaching and you know visual aids are important for presenting words [especially with beginners] explaining for example grammatical points. For example, the family having dinner. What's this? What are they doing? That's very important. They are going to give them the present programme like that through visuals [did you have to read a lot of theory about that?] Yes, I read books from the British Council. I had to do research on that.

F: Do you think that for a teacher reading applied linguistics textbooks and specialized magazines; theory that is. Do you think that helps? What is the value for that?

T: They are not very helpful I think reading applied linguistics or theory. It is very helpful because you are going to use this approach or you are expected to use one of them. It is helpful because you are going to use this approach or you are expected to use one of them. It is helpful but not so helpful [it is not immediate use?] That's right.

F: Once you are confirmed on the job, '*titulaire*', how do you think a teacher in Tunisia can improve, keep on improving, 'develop'? (silence) You work hard and you are 'confirmed'... 'titularise' after these two years and usually. Well, the stereotyped image is that the teacher says, "Fine. Now I can rest!"

T: No, he cannot say this because every time I feel that I must improve this lesson. Last year, for example, the lesson was OK but after that you say, "OK it can be better than that [a teacher cannot stop] You cannot stop.

F: And what are the ways to improve then? You were mentioning self-evaluation, self-criticism, but how are you going to get the ideas? Where are going to find the ideas?

T: From colleagues, from inspectors working with colleagues about these ideas. Exchanging ideas about how to prepare tasks; what are you going to do in this lesson? What are the techniques? What are the activities?

F: And usually colleagues are open about that!

T: Yeah, yeah. Teachers of English good relationships in our school [you're a good team]. We work together when giving tests. We exchange tests, we exchange ideas and we do the tests together. Sometimes we even plan the lessons together. [yeah]

F: What role should the *FC*, the *Journée Pédagogiques*, the workshops have? What role should that play in improving the teacher and changing this method?

T: They are important also. They are important because they give you examples. For example, in a 'demonstration lesson' you can see that lesson with one teacher and you can see the same with another. You can have an idea. You can criticise [you see the options?] because you cannot criticise yourself [you have to see the different examples] You see the difference and then say I must use this. I must use this. This is a very good idea [but generally the people] but here in X all the time we have seminars and 'demonstration lessons' but not, for example, in Y or er...If a teacher has got his 'confirmation', he is not supposed to attend 'demonstration lessons'. Only the '*stagiaire*' but here in X it's a good tradition.

F: Now if your inspector asks you "I'm going to prepare the programme for next year. What do you think should be the focus for the seminars and *Journées Pédagogiques*? What would be your answer? What is really of urgent need?

T: Discussing the programme [evaluating the programme] Yes because sometimes the programme is not OK [there are problems] What are the problems, etc. So to discuss them to see how it can be ameliorated.

F: Right? So, if trainers were to introduce change in practice, for example, now we have the 8<sup>th</sup> form and the 9<sup>th</sup> form programme. There are people who are still teaching through *Communicate in English*. In two or three years they'll have to switch to other textbooks. The trainer knows there is this teacher who's got to change his/her practise. He/she's not been doing well so what would you suggest that he'll do with this teacher? What kind of activities shall he plan for him? How shall he handle the situations?

T: You know he must stick to the programme and plan his lessons. [just tell him to prepare his lessons?] I don't think it is going to be difficult. The same techniques and activities shouldn't be applied over and over again to all levels. [em] It depends on the levels you've got, the kind of learners ever the age of the learners. For example, you're not going to teach the same thing; the same activities, the same techniques, for example the 8<sup>th</sup> for m vocabulary. They are different, of course, because the 8<sup>th</sup> level haven't got sufficient language [enough



language] like the 7<sup>th</sup> [but suppose there are cases I know those are extreme cases but there are teachers who are really old-fashioned, who'd tell you [they stick to their own method] forget about this Communicative Approach. Thank you very much [yes I know these teachers even in seminars they say this. Yeah, they are always arguing with the inspector "I cannot do this, I cannot do that" They try to stick to their old method] What should the inspector do in your opinion?

T: The inspectors are very clear, you should apply this method. You should change so this is the problem, you know? A teacher must change. He shouldn't stick to his method. If there is a new method to be used, he must use it. This a part of his development [to change?] How is he going to develop if he is not going to change.

F: Yeah, What role is the inspector going to play in changing the teacher?

T: A very Important role because the inspector is someone who is very... [sort of authority?] He's a source of authority, so we must respect him. We should know we must follow his instructions [yeah, yeah] and the remarks given to the teachers...

F: And do you think the individual teacher has got a role to play in changing other teachers as well? Especially in the same school? [Yes, why not?] And what is the strategy to do it? How does that happen?

T: Discussing. If there are discussions between colleagues, I think that someone tried to [show the other how it works] and to convince him that this way is better, etc. etc. But if there isn't this communication between the colleagues so everyone is going to work by himself [in isolation] yeah? So this is very important in teacher development.

F: And you have had an opportunity to see a foreign specialist. In the seminars on professional development there was a foreign specialist [yeah!] What do you think is the role of the foreign specialist in bringing new ideas and changing teachers?

T: You know the seminar was very important because there was an English specialist who was responsible for this in the seminar on teacher development and they gave us many theoretical ideas which were very important. They gave us the definition of teacher development and how to develop; to develop this kind of teaching.

F: OK Thank you. The last point and I'll let you go. The question of career advancement for the teacher and the prospect that you can become a *PP*, a *Conseiller* or an inspector or take a post-graduate course. Now what is the importance of these career prospects for the practising teacher?

T: You know, there are many ambitious teachers who want to have more status but I don't think that going to university, teaching at university requires teacher development, you know? Because at university you must work on research and *DEA* [it has no relation with teaching in the secondary] I don't think so [would you say becoming a *Conseiller* is something relevant to the development of the

teacher] Yes, of course, if he is going to be given a good mark by the inspector and so on someone who is reliable, so who is efficient [so when he becomes a *Conseiller* what is going to be the change for him?] at the level of the salary [may be that's important but I don't think it's important for the *Conseiller*] I think it's the same [it's the same but they don't teach as many hours. Few hours and for the rest of the time they observe teachers and play the role of the inspector. So in what sense is that a development for a teacher?

T: In the sense that if the inspector has chosen him as a *Conseiller*, that means that he is an efficient teacher [so morally that gives him confidence. So, are you thinking of becoming a *Conseillère*?] **No!** (laughs) [or a *PP*?] Not really for the moment.

F: OK! Thank you very much for; this interview and sorry it took us so long because of the technical problems we were facing. Thank you for your patience and collaboration.

T: Not at all!

(END OF INTERVIEW)

## APPENDIX 5.19

## TRANSCRIPT OF INTERVIEW WITH TEACHER 14

(21 September, 1998)

F: Okay, thank you very much for accepting to answer my questions and allowing us into your house.

Teacher: Sure!

F: The first part of this interview is about your previous experience in teaching. We'd like to know more about you.

T: I have been teaching English for two years now and this is going to be my third year, so three years in all. So I taught English in the school of X for two months X is in Bizerte between Tunis and Bizert [South of Bizerte] yeah [okay!] So I think the pupils are not different from the pupils of Y where I'm teaching at the moment. So they are beginners. The same levels - I taught beginners last year and this year [8<sup>th</sup> form that means] beginners that means the 8<sup>th</sup> form and the 4<sup>th</sup> form; the old 4<sup>th</sup> form [and secondary level] Okay I taught the 9<sup>th</sup> form last year and I'm going to teach it this year with the differences introduced in the book.

F: Okay! Have you taught in the same school before or ...

T: As I told you I taught in X for two months only and I'm still in Y.

F: And what is the average of pupils in your classes?

T: Too much! I think 39 pupils per class.

F: Yeah, yeah, were you involved in a different job before beginning teaching?

T: Before teaching I was assistant of a president director of a ...[business group] yeah business group. It was quiet important but different from teaching [yeah em and you worked there for] two years before I started teaching.

F: So evidently were a learner of other languages before. We all learned French and English. You probably learnt another language] Italian [Italian as well so what can you recall about your experience as a learner of language?

T: Okay as a learner of language I was taught during the period of the Audiolingual method so I think it was very teacher pupil [teacher-centered] yeah teacher-centered okay! [That's for English] English and French too. I think for all foreign languages in general. I think it is not very different from the other subjects.

F: Yeah, yeah and did you like being taught that way?

T: Okay! I didn't know the difference before so (Both laugh).

F: You didn't think about it so was there something you liked or disliked about your teachers?

T: Maybe I remember the reading parts in English. That was very monotonous. The teacher just asked us to read the text and then gave us some questions. The books themselves were black and white there was no charm [now they have colours] yeah at least colours! In different subjects.

F: Was that happening with all teachers for the teaching of reading?

T: In general yes!

F: Was there something you *really* liked about a particular teacher?

T: I think not in language [Yeah!] yes, I think the subject history in the 7<sup>th</sup> form in which the teacher was telling us to read about history and giving us the headlines to write out. I think that was very important. I still memorize things he told us [ahan! ahan! so he was one of the first teachers who didn't use to dictate (laughs)] Yes, you can say.

F: As a language learner, what kind of learner were you?

T: I wasn't actually just relying on the teacher and the classroom but doing my own researches out of class so I was using my dictionary and using saying in the dictionary [proverbs] the section where there are proverbs, etc. I was doing my own work to decorate the classroom with proverbs, etc. So I was learning at the same time so... Also songs helped me a lot [oh yeah?]. When I was a teenager [you used to listen to songs on the radio!] I listened to the songs, wrote the songs and bought magazines, to learn... really to learn the songs ah!

F: As part of your university education you spent some time in an English-speaking country?

T: Yes it was in Sheffield in England. It was during two months. It was more fruitful outside the university than inside the university. It was a summer programme. I think the programme was not in coordination with the programme in Tunis. We were taught something completely different about idioms. I think it wasn't fruitful. The class itself, the linguistics we were taught wasn't really what we aimed to get or ... I think outside it was more fruitful. We met business people who were shopkeepers etc. We learned the language in the market, the cultural background was ameliorated. The town, the places in London, etc. [yeah!] so when I teach now at least I have an idea about things like that

F: So when you talked about something it wasn't in the abstract. So what subjects at the university..part of the university curriculum in Tunis that you think was very closely related to what you are doing now as a teacher?

T: Linguistics, I think, was very important. How to learn the 2<sup>nd</sup> language, the 2<sup>nd</sup> Language Acquisition part of the course was really important and of great help. I mean when I teach something I have to know how it functions. Another thing I think histories was very important (U.S. history) [em] places, that's all. I don't think poetry was any help, not literature.

F: Yeah, I was going to ask you about the TEFL in 9 *Avril*?

T: Applied Linguistics and the Historical Linguistics [Ahan! You didn't have a teaching methodology course] The teaching methodology course was in the 4<sup>th</sup> year of university with an inspector [alright] He came every Friday afternoon and he gave us a lecture about how to teach but I don't think it was of a great help. Some of us performed as pupils, some performed as teachers and it wasn't of great help because we knew the language. We had no difficulty to understand what the simple things he said [Okay you couldn't play the role of real...] Real pupils and see the real difficulties Ok! Yes okay no problem (laughs).

F: So how helpful as a whole was your applied linguistics course and your TEFL course to you as a teacher when you started teaching?

T: To be quite honest it was of not real help [ahan!] I think what I was taught as a teacher then in the training course yes it was really on the ground. It was really in the classroom, real classroom. The Applied Linguistics makes things clear. For example when you are teaching, you take into consideration the input and the output. Hit it functions. How pupils can learn. It makes you conscious of different steps and difficulties of your learners.

F: Because I know what people told me about the 9 *Avril* TEFL course is that it had a theoretical part to it. So you were told what is Audiolingual what is Communicative, what is GT. The role of the learner, the role of teacher and so on and so forth.

T: It was actually yes... I don't think we were taught it as teachers. It was abstract too theoretical so not of great help! So we didn't stick to the problem or the subject itself. It was what is Audiolingual what is Communicative. You could have a global idea but not like when you are in a classroom with pupils who want to communicate, who don't have the vocabulary to say things. I mean it's theory just to have an idea. Saying when you go to school, when you meet your inspector, you know what it means exactly. Communicate just that, not more than that [yeah!]

F: You know when we have a teacher, we're always wondering what kind of knowledge is necessary for the teacher to be able to teach properly. As you said, there are so many things involved. Now if we talk about the subject matter English, what is it? What is required? What kind of English, what is the level of English required for a teacher of English in secondary schools?

T: In secondary schools as I'm teaching beginners, I want to emphasize one thing. Vocabulary does not involve any problem for the teacher. Things of methodology because they're young teenagers and you have to deal with special procedures to

make them learn English [yeah, so the relationship between teachers and learners] teachers and learners and the procedure for teaching language. [The strategies to teach that particular er...] that particular grammar point or that particular vocabulary. How are you going to make them understand independently, etc. It's a question of methodology [it's more than just mastering the language] no! It's more than mastering the language.

F: Ahan! How important is it for a practicing teacher to know about the official programme for English, do you have to look at it?

T: Of course, you have to look at the official program not to have a different teaching from your colleague. I mean, when you are taught in Beja or when you are taught in Bizerte and you have to sit for an exam by the end of the year, you don't have to be a victim of your teacher. You have to pursue the same programme as your other mates in the other parts of the country [em] I think this is the real objective of looking at the official programme, so when a pupil sits for the exam, he is waiting for something which is the same thing as his other classmates all over the country I think this is the point.

F: Ahan, ahan, How important is it for that same teacher to have to know about the other textbooks in use. For example, you are teaching the 8<sup>th</sup> form, 9<sup>th</sup> form, how important for you now also to know about the other books used in the old secondary school? Or vice versa somebody who's using *Communicate in English* only? How important is it for him to know about the 8<sup>th</sup> form and the 9<sup>th</sup> form?

T: As the 8<sup>th</sup> and 9<sup>th</sup> form started now the old 4<sup>th</sup> form is going to change so the teacher who's been teaching the old 4<sup>th</sup> form is going to have that 3<sup>rd</sup> year in English and he must know what preceded him [yeah!] so that he can build on something already built by his colleagues so he can continue and carry on [ehm, so have you had a look at the other books?] I taught the 8<sup>th</sup> year and then I taught the 9<sup>th</sup> year but before I taught the 9<sup>th</sup> form I knew already the programme so I had no problem [did you have a look at *CIE*?] em when I taught 4<sup>th</sup> form because they were beginning in their first form, I had to see the program before so I had no problem. With the 8<sup>th</sup> year I taught them before the 9<sup>th</sup> so when I taught the 9<sup>th</sup> year I knew already. It's like a chain you know [so have you had a look at the new book *Spread Your Wings*?] It's just my first week so I haven't had it yet [I heard a lot of things about it, interesting!] Yes. [Now when you are preparing a unit] a lesson! [or a lesson. Did you ever feel that you needed to know more about what you had to teach?] Yeah, once I had really a problem when I was preparing a lesson about the English family; the Royal Family (interviewer laughs) Elizabeth II [this is changing information] Yes! It is a changing information and I want here to make a remark about the university. When we started learning history [civilization yeah, yeah!] for British history, we started from the year 800 or something. We learnt about all the kings and their children and illegitimate children (laughs) all the kings all the dates and when we came to Queen Elizabeth the programme is finished or the time is finished. We didn't finish the programme. There's something which inhibited us from finishing the programme and we stopped there. So we learnt everything about Henry VIII and his family, but we didn't learn

anything about Elizabeth [or Victoria!] We came to Victoria but not to Elizabeth II and her children (interviewer laughs). So when I had to teach about Charles and the other children I had to talk to my friends; English friend I had the chance to ask her about the children and er..

F: Did you have to fill in a family tree or something?

T: Yes! I had to fill in the family tree of Queen Elizabeth and her sons and her daughter, all the family but I didn't know so much. So I was afraid if one of my pupils asked me a question who is the son or.. I must know it. I felt I had to know it [Yeah!], so it's a shame but too late is better than never (laughs) [okay! That was a very good example, so generally you try to find information with friends] yes before I go to school [yeah, part of the preparation].

F: Now if a colleague comes into that situation because it can be more serious like presenting a grammar point in a certain way. So what would you advise them to do?

T: Actually the best thing is to see the other colleagues who had already taught that level or that particular point and that's what I try to do. For example, I have other teachers my senior teachers who live here, okay so sometimes I go and ask them "how did you do that point, how do you do that point? [em].

F: You were talking a moment ago about the knowledge of the teacher and you were saying that most of it is methodology or pedagogy. Now in terms of pedagogy, how important is it for a teacher, you've answered that question. How important is it for the teacher to know the theory behind all the methods? Here what is the Communicative Method, what are its underlying principles, the criteria for successful communicative activities and so on and so forth and that goes for the other methods such as the Structural Method, the Reading Method or whatever.. how important do you think it is for a teacher to know this?

T: I think the importance when you know about a method you know about its advantages and disadvantages, when you know the advantages, you can take and select things from them and when you know the disadvantages, you try to avoid them so that's the secret behind knowing the methodology and its [yeah, but as you are teaching the 8<sup>th</sup> form and 9<sup>th</sup> form you are mostly into the communicative method] yes, but sometimes for example, and you're teaching numbers or something like the alphabet so you have to go back to the Audiolingual Method okay, to make them have this sound and be familiar with this sound. They must be familiar with the sound 'a' [ei] not 'e' [i] okay, etc. [especially that we have interference with French, yeah!] It's like that. Sometimes even if you make them like a song, for example, so when I teach the alphabet I just sing A,B,C,DE (sings!) so I make something, a rhythm to make them follow me so it's now more [Audiolingual] yeah audiolingual [so you use repetitions, choral repetitions] that's it [yeah! So you would say that for a Tunisian teacher, you would be in support of being eclectic in that sense] yeah in that sense but may be more communicative but sometimes you can take good things and not reject the whole as an old matter we can sometimes take advantage.

F: I do not want to be demanding but do you have another example of using what we call “traditional techniques?”

T: Unfortunately I don’t know so much about the Audiolingual. I taught in the communicative so I’m not actually informed about the secrets and procedures of the Audiolingual. This is in general, okay? It is my knowledge at university and something in training (laughs!) [yeah!] so unfortunately I can’t answer this question.

F: Ahan, how important is it for the teacher to be in agreement with his trainer. You were mentioning that some of your knowledge came from training. We know that all trainers are mediating the Ministry’s wish to implement communicative methodology. So their role is to be mediating between the teacher and the ministry so that the communicative methodology be successful which is a little bit criticized by some teachers who say “oh everything is communicative. All solutions are communicative. They don’t really give you other solutions. Okay sometimes, suppose in your case you’re teaching the alphabet or using this Audiolingual technique and your inspector walks in.

T: Okay! Eh ... I will explain that’s the way and if he has another way to do it I’m ready (laughs).

F: So that’s the idea many teachers prefer to be on the side of the trainer so in your opinion do you have to be on the side of the trainer?

T: I think even the trainer himself is realizing this part so ... I think himself in my own experience he is a mediator really but he is for ‘eclecticism’. I don’t think he’s against.

F: Ehm. In your school you also have other colleagues. How important is it to collaborate with other colleagues, to be in harmony with other colleagues?

T: Do you mean English teachers?

F: English teachers in the same school.

T: Unfortunately last year I was by myself and the year before I was by myself.

F: You were the only English teacher in the school.

T: Yes in X I taught all levels and it was a preparatory school so before secondary school (nervous laugh).

F: So you were on your own.

T: I was on my own but I had my neighbours next to my house who are English teachers, who were *my* English teachers before so I go from time to time to get their advice.



F: So in general what is it that you get advice about?

T: Testing the most frequent thing is testing. Where I'm going to prepare a test, I give them my own test and they advise me to change this. Their advice is, for example, you repeated this exercise or this item of the exercise so you should [you tested the same thing twice] yes, you tested the same thing twice or the mark isn't up to the er.. I mean [too high] to what the pupil is going to do.

F: I would like to ask you em, what role do, from your own experience, and what you notice in class as the impact on the students, on your learners. What role does the introduction of activities like pair-work, group-work..what is their impact on the learners. How do they react to it. What is their attitude?

T: I think within my personal experience, my pupils last year were not really..They were not able to do the pair-work from the first session [em]. They actually were not satisfied. When I said pair-work, work with your classmate, they did as if they did not hear anything (interviewer laughs). They go on and work by themselves [on their own] because they were not used to it so I force them "please work with your classmate" and repeating the sign (gesture used for pair) with your classmate so I insist and they do it and sometimes the pupils are lazy and do not want to work. They call me "Mrs. He doesn't want to work" so I say "you must work or go out. It's one of them!" So they work (laughs) so I think this makes lazy pupils more hard-working and even when you make them exchange their sheets the good pupils with the lazy ones [it creates a kind of balance!] it motivates the lazy ones to work.

F: So this is in terms of involvement. Now have you seen any gain in terms of language. Do they learn better, do you think they pick up more English this way?

T: Yes, these activities demand this – so when they are in class, they ask and answer. It's a real situation for them. It's more helpful than speaking to the teacher or the teacher speaking to them. It makes them more pupil-centered, it makes the activity more pupil-centered. They ask and answer each other. The teacher is outside the game.

F: Do you resort to group-work. I know it is much more difficult to arrange for group work. What is your experience with group-work.

T: Group-work I use it but not too much. Sometimes when I have a game like scrabble or something like that not more than that [yeah!] because in group-work you have to change the seats. It's one problem sometimes one hour is not enough. It's a question of timing etc. It's the problem of it but I think pair-work is more used on my part than the group work.

F: You know the criticism in general about this pair-work/ group-work activities is that the student might take advantage of the situation to discuss other things or to speak in Arabic. How do you deal with such a situation and have you faced such a ...

T: I go around the seats "can I help you?" And at the same time I'm spotting the students who are speaking in Arabic (both laugh). If they are not really involved and I explain but they generally work [ahan!] I don't mind if they use Arabic instead of English so I don't mind [yeah okay!]

F: There's another aspect of CLT that is supposed to help in learning which is interaction [ahan!] so the idea basically is the more the learners interact, the better they are going to learn so that is the assumption so to what extent do you think it is correct.

T: Actually when they interact they are paying attention to each other in the classroom evidently I think when they interact, they can correct each other [ehm] they can know new things, new ideas by their classmates. They can discuss.

F: Because you know when we were learners of English, we didn't have the opportunity to [yes] to communicate and speak [yes, sure] so the idea is to have interaction so that there will be practice [there is practice big probability] so the more you practice, the better you learn [of course better] (laughs). Now also the criticism to this is yes, of course they probably learn but the quality of what they learn is probably different [em]. This idea is, of course, they speak a lot but there are hundreds of mistakes [yeah] may be I'm exaggerating but what do you think from your experience what did you notice about this?

T: Yes, actually it is true so sometimes I give them something to prepare in written beforehand but [before they present it orally] but it mustn't be exaggerated because it becomes a bad habit [em] because they get used to prepare what they are going to speak, be spontaneous speak I let them speak because when there is communication I don't stop them [yeah, afterwards] I take note of their mistakes and afterwards I tell them "you said this please say that and correct or I don't correct it myself I put it on the board "your friend said this how do you correct it so they have just the correction but it doesn't matter. They can. For example, today we had a quiz about how to know the person who is the person [em] so they asked questions but they make so many mistakes.

END OF SIDE 'A' OF TAPE ONE

F: So it was about the interrogative form but you shouldn't overcorrect them otherwise you inhibit them [that's right!] Another aspect I'm interested in is the idea, I think it is stated in the official programme that the outgoing learner is going to be somebody who is independent autonomous thinker so how can the teacher..what role can the teacher of English obviously play in promoting those autonomous learners. How do you understand it?

T: Ehm I think the teacher must not let the pupils depend on him too much [ehm] once at the beginning of the year you can explain the tasks, the activities, how to do it but afterwards you can just ask one of the pupils to give the instructions, another one might give you the first example of the instructions and just let them do it. So they can be independent and by the end of the year they can do everything by themselves [so you play a minimum role] you are a monitor okay? You are the monitor and they are working by themselves. At the beginning of the year you have to explain something from this something from that and you can explain the instructions. For example matching. There are many tasks of matching so when you explain it two or three times at the beginning of the year, so they can do it by themselves afterwards so there are many examples of tasks. Models of tasks which are repeated so they can do them by themselves and by the 9<sup>th</sup> form at the end of the year. They are monitors [they become monitors and you can leave the class (both laugh) you can do your *DEA* this way. Just leave it to them! Okay! Do you encourage them also to be autonomous out of class do you give them assignments] Oh yes! When I give them assignments I usually explain what they have to do. I fear that when they come back they say I didn't do [ah yeah] so I have to explain more the work to be done at home than the class. In the classroom I can see their difficulties go around the seats and see what are their problems but when they're at home there's no one to help them. They tell me neither the mother nor the father were studying English. Sometimes the pupil is the eldest in the family so his brothers or sisters can't help him.

F: Yeah, what kind of assignment, do you think, will help them be even more autonomous than in class?

T: I think dialogues [writing up] okay writing dialogues using the material they were taught in class. So they develop it at home. I think sometimes especially when you ask them to write a paragraph to introduce themselves, their family, speak about their likes and dislikes, things like that and this can ameliorate their English.

F: So you use a lot of creative writing actually and do you advise them to use dictionaries when out of class?

T: For beginners it's a problem of the translation. I think when they use the dictionary English/Arabic, there's a problem [yes, because they aren't good dictionaries as well!] but at the point when they use it they want every word to become in Arabic and then it functions like this in their minds so I think there's a problem, so when you give them a word like this you must tell them the word in Arabic [it's a bad habit]. It's a bad habit I tell them in the communicative when I present a word it's in a sentence so they don't need to go back to the dictionary when they are taught so they really understand it. They use it in the classroom so I think there is no need for the dictionary; at least in the beginning. Afterwards to develop writing they can [so you don't like them to use bilingual dictionaries] for beginners bilingual dictionaries are not good.

F: Judging from your experience in class. You answered part of that question actually! What do our learners today do? You are dealing with young learners; the

new generation more or less or the new-coming secondary school pupils and have you noticed any change in their expectations from the teacher? What do they expect from the teacher in comparison to our generation or 10 years ago or from what you remember from the days when you were at school?

T: You mean? Can you repeat the question?

F: I mean part of the Audiolingual Method is that you are there and the teacher does everything for you. He tells you to repeat [oh yes] he tells you to answer the questions. It seems to me that in the communicative approach things are different, so how do the learners cope with this. You mentioned a moment ago that they understand and might become monitors themselves [yes! Yes! Actually pupils when they are in the beginning of the year and they are new, they don't understand the system. They tend to want to be spoon-fed. They tend to er..] expect that? [To get most things from the teacher, do the most things for them] So when you are starting a reading comprehension activity, so Ms. What is this word? Okay! So yes they depend on you as a teacher to have even a small activity. To fill in a questionnaire, for example, so they tend to ask you "what's this"; "How to do that?" They get you to their seats and they ask so many questions as if you were going to do the task for them so ... but I think afterwards when they're used to your system and you make them change the habit. They become independent [yeah!] so I go to the last point with them. I don't do. They do it this way so at the end I want them to do it by themselves and they get used to it.

F: So that really involves a little resistance from the teacher?

T: Yes resistance, yeah! So they want translations sometimes. It's a good way why do they understand English, why do you give them the example in English? I ask you Madam what is this word give me the word in Arabic (interviewer laughs) so why this effort of giving examples on your part ha! And on my part but we have to be resistant in this part, I think.

F: So I know that in other subjects, for example, in French teachers are using the communicative approach [in teaching?] yeah, so more or less the students are getting into that they're no longer ... [I think that pupils, some pupils tend to get you do everything even translation they do not want to make any effort but I think it is the problem of the teacher here.. how to master and guide them. Let's have some coffee.

(SHORT BREAK!)

F: Thanks for the coffee [not at all] Okay the next issue is the issue of the development of the teacher. Now when you started teaching, I'm going to take you far back to the days when you started teaching. When you started teaching, what kinds of things did you have to learn during those first weeks?

T: Actually after few weeks of teaching, I realized so many mistakes. After the visit of my inspector, when he came to visit me for the first time [ha!] he made me realize the things I was jumping in the presentation especially [em] I was jumping from one

subject to another [ahan] I was teaching grammar explicitly. I was teaching grammar for the sake of grammar. After this I remember it was grammar point I was teaching the verb to be so and I gave them the short form, the long form so I was so much influenced by this Audiolingual Method the way I was taught myself. So he made me realize these mistakes afterwards with the training courses I was getting out of one mistake after another, developing this mistake. So, for example, after his first visit I stopped teaching grammar this way. I stopped giving the verbs the lists, I just give them a sentence and put the sentences together the same idea I stopped jumping. This was the first thing I needed as I started em..[so it had to do with the management of the lesson] lesson management and procedures; how to present something [yeah!]

F: How valuable to you was your knowledge of theory then?

T: Before I came to class [yeah!] so my knowledge, what I knew at university [yeah!] That's why as I told you before in the interview that it was of a little help [so eh ... at that stage when you found difficulties, did you try to get books in applied linguistics or to read special magazines and so on]. Actually at that time, the only way was the pedagogical training on Saturdays and we met every week. So I had a programme of 22 hours at that time so a full week with lessons and on Saturday we met with the inspector and we saw lessons. We watched lessons ["Demonstration lessons" so your *stage* began and things became clearer] Things became clearer especially after the lesson observations.

F: So when you observe a lesson, a "demonstration lesson" what is it you concentrate on?

T: I think what I concentrated on was the way the teacher tried to present his/her material to the pupil and the way she tries to get the pupils involved [em] teacher interaction and student interaction [yeah!] and also the lesson management [the steps] the steps to follow. That's what I concentrated on. And in the next hour we had a discussion [yeah] that which I did not notice my colleague might notice and that way we collaborate [yeah! So those were the things you were interested in personally. They weren't things the inspectors decided] No, Never!

F: So we were talking a moment ago about the topics of the *mémoire* and how valuable was this for you as a teacher?

T: First my *mémoire* topic was the new way of presenting grammar and vocabulary in the communicative approach..Grammar sorry! Just grammar. This was my problem and this is why I chose this topic [so you solved your own problem] exactly! I solved my own problem. So since the first visit of the inspector I realized that as a teacher I didn't know how to teach this grammar [in a communicative way!] in a communicative way! So I had to find my way. So I chose this subject and I read so many books in the bibliography and I worked on it. It was of greater help than the "observation lessons" and the whole thing ...

F: Wow, where did you get the books?

T: I went to the American Cultural Center [ahan] and got few books from my colleagues who were already working [yeah! So generally speaking in Tunisia as part of becoming a teacher, this is a valuable experience!] Oh yes! It is very, very interesting I think. I mean in my case it provided me with the procedures I lacked myself so songs, stories. How to give the pupils, how to give them the information without being very explicit [ehm how to create a context!] exactly! The context [so there was a practical part to it] oh yes, the practical part was in the classroom so I read the books, I took the procedures and I tried ... I taught it in definite tasks in my lessons [yeah!] and I got remarks afterwards. So for example, when I tell a story to my pupils to, for example, teach the simple past and to review other tenses [em] afterwards I get a conclusion from that work. For example, teaching the simple past was not successful in all the classes. In one class whose average of language level was lower than the other classes, it was not of real use the story. They were just understanding the events and it was not of great help so, I think, it did not lead me to any clear aim. So it wasn't successful so I tried to do it in other parts of the lesson and to recycle it in other lessons so [okay! So would you recommend that teachers, as this proved to be very valuable to you..would you recommend that teachers be involved in doing research on a regular basis or every other year or something] em I mean, from the minister you mean something which will be coming from the minister that way I don't recommend that a system be set up I think it will be something taken on behalf of the teacher himself. A responsibility that he must feel it is not a question of writing for someone else who can judge. I think it is something between you and your job [ahan! When you feel something is lacking, you have to go and take it from wherever you want. For example you go the British Council or the American Cultural Center. You contact colleagues, you know what you are lacking [you do your own research, you identify your own problem!] You identify your own problem and try to solve it because these subjects were put by other inspectors. If I were given the chance to work on my own subject so I would have chosen maybe other things to do. So I don't think I don't recommend that this becomes official but maybe the teacher maybe will take on his behalf to do something every year to become up-to-date and to correct his deficiency if I may say so.

F: Yeah, but this is from the perspective of the teacher but suppose there is a problem, you know there are hundreds of problems with the teaching of English [yeah?] in schools, learner difficulties with different types of skills or problems at the level of the school or problems of the programme itself or evaluating the textbooks or criticizing a unit or two and so on so therefore, if there is, would you suggest, let's say that sometimes a group of teachers in the same school decide to do a little research on learners' difficulties with the speaking activity. I don't know, with group-work, investigate what the learners' view of pair-work are or whether they think they benefit or whether they benefit or not. So Would you suggest that teachers be involved with projects like this in schools?

T: Yes, this is very, I think (laughs) [idealistic!] yeah, idealistic. I think teachers. It's a hope that they can collaborate in this way with each other but I can't see teachers whom I meet in meetings decided by the inspectors. They are not likely to work in this way and to collaborate. I think everyone has his own life, his own way.

[This is why I mentioned that a system be set up; some system so that the teacher are encouraged. Some system]. Maybe [some system I mean, I don't know, it could be that they are going to present that in a seminar or ... have a little booklet or participate in a magazine] I don't know maybe! [yeah! Would you imagine there would be problems in the way?] like a teacher would resist the thing. Their time is very very (gesture for money) [valuable!] (laughs) I don't know. I would maybe use the word 'expensive'. I don't need money but for other teachers. I see that my colleagues. They can't provide you with this time and I think this is very idealistic.

F: Em so after being confirmed, after being *titularisé* as we say in Tunisia. What is it that teachers can do so they keep on; moving, you think, you mentioned that a moment ago that if they feel they are lacking a certain way, they should go and search for a way to solve their own problem, in other words help themselves.

T: I think to be up-to-date the teacher has to, first of all, know all the programme that he has to teach. Go through all the lessons, see what is it that he has to know. There's another thing, teaching is not only the programme. The teacher must develop his knowledge of English and the culture etc. going to the BC or the ACC. I think it is not of a real help to the teachers [I heard about CREFOC especially those who are far from the capital] In CREFOC there's nothing. Nothing in the CREFOC. I went one time to the CREFOC and there are no materials at all so sometimes you can find a book, photocopied from the BC. Someone who is very generous and sees that this book is very important and make a photocopy but there is nothing even for the research I didn't find ... I won't say I didn't find anything but it was about some things which were not important at all. I think as a teacher, as a dreamer, I hope to go to England from time to time and have new books, speak to native-speakers in England. I don't know, collaborate and go somewhere else to see English, to speak English and to learn English [yeah!] I think this is the best way.

F: Do you watch TV in English?

T: Yes, I watch the BBC World. Your listening can help you afterwards to produce but it is not sufficient [yeah! The topics are not varied in the programmes]. Yes the topics are not varied for you as a teacher, not necessarily! And also when you go, you have to speak. You have to express your own ideas, ask your own questions [em] and not be just [repeat the new!] Yes, so you have just to understand what they give you that's not the way.

F: Now we are in a country where there is a lot of change of programmes eh ... and we've had the change from *English for Modern Life* to *Communicate in English* to *Say It in English*. Now we have a new series coming for 1<sup>st</sup> year, 2<sup>nd</sup> year, and 3<sup>rd</sup> year still coming. If the people in the *Direction Générale de la Formation Continue* ask you for your opinion about what can be their focus next year, what would you suggest for teachers. [eh ... the programme?] the programme for *Journées Pédagogiques* and so on.

T: I would recommend practice. Lesson observation is of great help to the teacher [yeah!]. I think meeting and just to speak about linguistics and how to learn language; just abstract things and theory [is of no help!] is of no help! It should be ... teachers would be fed up [em]. They will not be patient to listen to you and to take advantage from the time they spend themselves. I think lesson observation would be a good thing.

F: And what would be the topic about those observations. What would be the content?

T: The content ... I think for us teachers of 8<sup>th</sup> form and 9<sup>th</sup> form I think there is not... the reading activities are not very er..I mean there aren't many reading activities for the 8<sup>th</sup> and 9<sup>th</sup> year. The other activities are writing. Maybe sometimes the skills [teaching writing communicatively or ...] yeah reading, speaking [ahan].

F: So if trainers were to introduce further change for the books to come. I don't know after *Spread Your Wings* whether it's going to be *Spread Your Wings I*, *Spread Your Wings II* [Yes!] I don't know what is going to come. Would you suggest that they emphasize theory or practice? You've answered part of that question I think!

T: You mean in the lessons?

F: If they are going to have new changes in the new books!

T: Yes, very important the change we had last year from 8<sup>th</sup> to 9<sup>th</sup>. The book was a big gap between the 8<sup>th</sup> form and 9<sup>th</sup> form. The part of vocabulary and lexicon. Pupils in the 8<sup>th</sup> form knew just how to speak about their likes and dislikes, asking about little things introducing themselves asking for directions, write up a recipe; just little things! And then in the 9<sup>th</sup> form you go to talk about long texts with many...many vocabulary so these pupils were lost in the beginning of the year and inspectors gave us models for the tests for the exam in the *9ème année* so as not to get lost as teachers between the recommendations of the books and the gap and we didn't know exactly what to teach our pupils. Did we need to teach everything in this new book? Eh ... also we had to pay attention for the presentation so the colours. The boxes were black where the pupils have to complete to fill in and they were black ... (7:45) (8:05) so there are many deficiencies which they have to look before distributing the book especially this kind of problems and it make people reject pupils I'm sorry reject to some extent English [so you are suggesting that trainers look closely at the material] at the level. The first level before going to the second [ahan!].

F: Suppose they have done this, now what would you suggest like what should be the way to help teachers teach *9ème année*. Have demonstration lessons or ...

T: I mean as I said demonstration lessons, discussions [workshops] workshops yes!

F: when you have workshops do you have experienced teachers and new teachers.

T: Yes new teachers and experienced teachers together so the inspector can ask.



F: Mixed groups. And do you find this helpful? [Yes workshops, this is what I said before..May be in two years we had one or two workshops] ahan! [yes! And in the others we were sitting and taking information from the inspector] ehm [so the inspector asks us not to be teacher-centered but he is, I'm sorry!] trainer-centered [oh yes]. So you recommend more workshops, more practice! [more practice. Give more practice] and that they practice what they preach [exactly!] and if they want the teachers to be learner-centered, they should be trainee-centered [Yes!]

F: If trainers meet resistance from teachers. You know there are extreme cases when you have this Mr so and so or Mrs. so and so is always saying, "thank you very much those are very nice ideas but I have my own way of teaching and it's been successful, it's been working, all my students got 17/20 in the Bac, okay? In these cases, it's only a supposition, what would you suggest that the trainer does in this case? The 'inspector' between inverted commas.

T: Yes, you know this happened especially in timing. The teacher showed us films from England where the classes contained only 12 pupils and showed us the activities for us teachers having 40 pupils and he wanted us to do the same activities in class, have the pupils stand up goes to the other pupil, speak to them. We said as teachers we resisted and we said this is not possible with 40 pupils and discipline is very important. I think you cannot get 40 pupils speak at the same time in the same way you have 12 pupils and in a large classroom so if you can get in 10 pupils so you can get it done in 100 and this is the resistance and here the inspector I don't know..I myself am resistant here..I can't see the way how he can get the way back.

END OF TAPE 1 SIDE B

F: So here a teacher in extreme cases who'd say "no, no, no to the Communicative Method" altogether.

T: They don't dare do it. I think they don't... It didn't happen one time in the meetings. So they listen and between themselves they (laughs!) they don't say it.

F: Well, probably the inspector would notice it when they go to their classrooms ... Maybe. Okay! So also maybe you're not going to be in the same situation, but for example if at the level of your school you have two, three, or four teachers or even more in some secondary schools in Tunisia. What are the ways of collaboration among teachers.

T: Ah! I can't see the point. I'm sorry I can't answer this question. I work by myself!

F: Ehm, but you collaborate with other teachers [outside the school] ahan, do you think that foreign specialists ... you have been to a seminar where there was a foreign specialist

T: Yeah! I have been to a seminar in *Radès* with the American.

F: What do you think is the contribution of the foreign specialist?

T: I think they can't know about our situation. They told us so many new things, great things, new games but I don't know, large classes, overcrowded classes, the problem of timing, the problem of materials, we don't have video-tapes, not necessarily so ... so many things are lacking [ehm] so I think they tried to put things forward but I don't think that [when it comes to practice and implementation afterwards the teachers] I think it's not.

F: So to your knowledge what can be the ways for a teacher to advance in his career in Tunisia?

T: I think reading, reading special magazines about teaching, to know the procedures, eh... there is 'Forum' It's very important you can write and you can read about the problems of other colleagues. This is one way. I think reading books, travelling I said travelling to England. We must say it's a dream for Tunisians for the cost but I think this would be very interesting and fruitful for the teacher.

F: You know that in the teaching context there are ways for the teacher to advance from PES to PP or what they're calling now *Professeurs Formateurs* or *Conseillers Pédagogiques*, *Inspecteurs* and so on. In what way are you attracted to one of these.

T: I'm not attracted to these things. I think it is (nervous laugh) I'm sorry about that but I don't think I'm attracted to being a trainer or something like that. I want to continue my studies [go for post-graduate studies] yes! I think when I got to secondary teaching, I think it wasn't my dream, okay? It wasn't the thing I imagined so I think I am not really satisfied so in my situation with my diploma I want to get better things [ahan] better studies and higher studies.

F: Because what will be the advantage in the long run?

T: I think the things that I was taught in the university were very general so I want to be specialized in history to know many special things and not about poetry or ESP and ... [you're interested in history] for example, and I want to carry on.

F: So in what way is that going to be advancement for you as a teacher of English?

T: Not as a teacher of English but as a Tunisian citizen.

F: Okay!

T: So we're seeking to get a better future – so you would consider that a better future! [Yeah!]

F: Which means this is not a good future.

T: Not yet ... For the time being not yet. [ehm]

F: Okay, thank you very much for your patience during this interview, your openness [you're welcome!] Just one question I'm asking all my respondents all the time: about this interview. How did you feel during this interview. [I was at ease and I ... think were many points which I myself thought about and which I felt and things which I dreamt of like leaving Tunisia to go abroad from time to time] Yeah! [which I had the chance to tell them to someone] to express them [ to express myself] so you didn't feel that the questions were threatening in any way or hard [no I don't think so!] Thank you! Thank you very much again [You're welcome] for your collaboration.

(END OF INTERVIEW)

## APPENDIX 5.20

## TRANSCRIPT OF INTERVIEW WITH TEACHER 15

(1 September, 1998)

F: Thank you very much for accepting to answer my questions

T: You're welcome!

F: OK. First of all, I'd like to know about yourself; your previous experience in teaching.

T: OK. I've been teaching since 1988. I taught for about nine years in X and now I've been teaching for two years in Y in a Prep. School.

F: What levels have you taught so far?

T: I taught the 4th form, 5th, 6th, 7th form of the old system and now I'm teaching the first level; that is, the 8th year and the 9th of Basic Education. That means I've taught all levels actually.

F: And what is the average number of pupils in your classes now?

T: That's a good question because it depends on the level. For example, in the eighth year, the average is about 39 and in the 9th year, the average is about 34.

F: Your administrative status if you don't mind. Are you still *PES*? Did you try to become *PP*?

T: No, I haven't tried because I know it doesn't work. Because most of my colleagues have tried many times and it still doesn't work. In X, for example, this year, no one has succeeded. So why should I try?

F: Ah! Now I'm going to take you back to your previous experience as a learner of language. [OK] We all learnt French and then we learnt English [allright] So what do you remember about this experience as a learner of language?

T: What do I remember? I remember the good books we used to have. OK? I remember the good teachers we used to have and I remember the good method we used to be taught by.

F: Really? What do you remember about the method?

T: I remember the ...

F: What method was it?

T: The method for English?[English. I'm talking about English] We used to be taught by the other method; [the Audiolingual!] the Audiolingual method. yes, especially by the structural exercises. We used to like them.

F: What did you like about your teachers teaching through this method? What is it that these teachers added to this method?

T: Let me first tell you that in this century four methods of language teaching have been used at various times. These methods are the Grammar-Translation Method, The Direct Method or the Natural Method, The Audiolingual Method, The Structural-Situation Method. It should not be assumed that each method in turn was totally abandoned in favour of its successor, I think that all four methods have survived intact and are still being used by some teachers somewhere in the world. To answer your question about what I liked about my teachers teaching through the method, I think I liked the grammar was presented. It was presented in the form of model patterns or dialogue. We proceeded by very easy steps, starting with simple repetition and going on to simple drills, then more complex drills and so on. By repeating the stages of stimulus-response reinforcement, we were able to develop correct language habits.

F: and even though at that time there wasn't this opportunity to participate as a learner, did that bother you at the time?

T: I don't think that participation is very important [em] I think that many pupils are good at English and they never say a word in class but they are very good at writing. They get good marks and many pupils who speak or try to answer during the class sessions, sometimes they have low marks. Participation I don't think is very important.

F: You don't think it enhances leaning!

T: It does in a way but it is not the only key to success.

F: Ok. Allright! Was there a teacher of English or French whom you liked very much. You said all your teachers were good.

T: Yeah, I liked my first teacher who was the late Mr Farid. He was from Pakistan. He was a very good teacher actually.

F: In what way did you like him? What was it about him?

T: He was very kind and he tried his best to make everything clear. He worked a lot actually. We felt that he did his best.

F: So, do you think you resemble him now?

T: Well, I think it is not up to me to say that. You can ask the pupils but I think in a way I try to resemble him in a way. I try!

F: And was there a teacher that you really did not like?

T: A teacher I didn't like? Yes, yes.

F: What was the problem? Is it that he was...

T: The problem that he was very lazy. He didn't move from his desk. He was lazy and he used to speak either in French or Arabic.

F: And that you did not like!

T: I didn't appreciate that very much!

F: So now you don't agree with using Arabic or French in class.

T: Not all the time. You can use Arabic rather than French but not all the time.

F: and now as a language learner, what kind of learner were you, do you think?

T: OK. What kind of learner? I was hard-working, serious. yeah.

F: You worked in class and out of class or only in class? Did you work...

T: Oh no, I remember I worked a lot out of class.

F: What kind of things did you use to do?

T: OK! I used to go to the library. I used to go the library to read some English magazines or some newspapers OK? And I used the dictionary a lot.

F: Really? Ahan you made those lists or words and learned them?

T: No, sometimes I didn't need to write the words I jut looked up the words in the dictionary.

F: You checked them. Before going to class or after?

T: Before and after going to class. What I remember when, for example, I was a student and when I was in the 7th form, for example, I did. I worked. I bought the book in the summer and started working myself. I finished the book before September.

F: I see. When you went to university and you started to major in English, did you go on a language training to an English speaking country; i.e. what we call the '*Stage Linguistique*' or language training.[Yes, yeah, yeah] Where did you go?

T: I went to Canterbury.

F: That was the three-month or two-month formula?

T: That was two months and ten days.

F: And what benefit did you get from that language training? (Silence)

T: OK. What benefit? I met new teachers. I met new friends and, of course. I was able to go to the library where I could find many English books OK? And it was very easy to communicate with teachers. In Tunisia it is very hard to communicate with your teacher.

F: So, the teachers you had in the training...

T: Ah! They were very kind and they were very helpful too. They helped a lot. They helped a lot.

F: In terms of the language, did you feel that this was beneficial linguistically speaking?

T: Linguistically speaking. Yes, because I came across new words I've never seen before. I lived with English people who helped me to improve my English.

F: Ah! You lived with a family?

T: Yes, I lived with a family. Many, many new words [and expressions!] special expressions.

F: And when you went to university as part of your *Maîtrise* studies, there were courses that we all had to take like literature, '*civilization*', history and so on and so forth. Now which of these subjects did you find useful when you started teaching?

T: None! I don't think any of these subjects helped a student to be a 'good' teacher. They may develop you. I mean, they may develop your lexical items that's it. What is the role of '*civilization*' when you start to teach the 7th form or the 4th form. What is the use of '*civilization*' or literature? It didn't help me as a teacher very much. No, it didn't. Some of the very brilliant students when they were at university found difficulties when it came to teaching because we actually **weren't trained to be teachers**. We were trained to be good at English. That's it.

F: So, what was missing to be an English teacher? You are talking about...

T: Training. Training.

F: Training for teaching?

T: Yeah! Training for teaching.

F: Teaching methodology and you felt that it was missing?

T: Yeah, it was missing and I'm sorry I don't think the role of university was to make good teachers. The role of the university is just to give you a certificate. You can be a good teacher. You can work as a teacher. you can work in a hotel. You can work anywhere else.

But I don't think we were meant to be teachers. No, I don't think so.

F: But do you know that nowadays there is a new reform of the *Maîtrise*. They have introduced different subjects like TEFL Methodology or Applied Linguistics?

T: Yeah, I've heard about it.

F: Yeah, so that means that we expect that students become teachers, don't we?

T: Yeah but I don't think. If you heard about the new reform as you call it; that is, there will be a new certificate for teachers; that is. I'll tell you the name in Arabic (Certificate of Teaching Aptitude). [Another year] Yes, another year. I was told the students who get the *Maîtrise* should study three months before they sit for the new exam. They will study three Civilisation (both English and American), Literature (6 books) and Linguistics.

F: So you give the *Maîtrise* to everybody and those who want to go for teaching, have to have another three months.

T: Yeah, I heard about it and I agree totally. I think it is a good reform. I think it will help teachers because actually... I mean, when you teach one year and then you have an inspector, they don't help a lot. They don't help! Especially when you attend a demonstration lesson, no one is able to speak because they all fear the inspector.

F: Yeah, it becomes a power relation!

T: Yeah, there is no good *entente* between the teachers themselves and the inspector.

F: So they fear the inspector and tend to just....

T: Yeah if, for example, you want to raise the problem you say, "Well, I didn't like the first example; the way of presenting the new words, etc. They'd say, "Well, it's the best way", you cannot really [express yourself] Yeah, They don't help you. You cannot communicate. I remember, for example, last year I went to a 'demonstration lesson' and I heard the teacher saying, "the door has opened.", "The window has opened" and the teacher was trying to introduce the present perfect. OK? And the inspector said, "well we shouldn't say that but it was a mistake" I mean, no one intervened to say it was wrong because they all feared the inspector. There is no good relationship between the inspector and the teachers, [em yeah] tough we were about 40 teachers or more than 40 teachers. I think?

F: So, generally speaking what kind of knowledge that a teacher of English nowadays in Tunisia needs to have in order to function properly and to teach.

T: What kind of knowledge? I think that to be a 'good' teacher first of all needs hard work on the part of the teacher. A good teacher should read a lot. He should read magazines, newspapers, books, novels, linguistics books, etc. That's the first part. The second part is that to be a good teacher, you should have training; a good training and this should be given by a good inspector.



F: and that should be practice-oriented?

T: Yeah, yeah, it should be practice-oriented.

F: And, according to you, there should also be something independent; an independent body giving the training. That is, not somebody who is superior in the job. You were mentioning the problems of teachers.

T: We could, for example, organise ourselves; the teachers OK? The teachers could organise themselves. They could, for example, [hire a trainer!] Yes, we could, for example, every fortnight the teacher could give a 'demonstration lesson' without the inspector and we could discuss our problems [among yourselves] and we could improve among ourselves.

F: What is the importance of mastering the language, for example, because knowing English, I mean, to what degree would you say a teacher need to know English? In Tunisia now. Considering the textbooks we have, considering the context in Tunisia, how would you describe the mastery of the language?

T: The mastery of the language of the teacher?

F: Yeah, yeah of English.

T: Allright very fair!

F: So, like to what degree should the teacher know the language in order to be able to teach properly?

T: Well, he should know the grammatical rules, all of them. He should be able to understand many lexical items. He should be able to speak Tunisia... I would call it Tunisian English because we cannot have the native accent. We now hear about Indian English, American English, why not Tunisian English? Because we can't ... We can't speak like native speakers.

F: so, what is the importance of fluency, for example?

T: It's very important to be fluent.

F: Because we, as teachers, speak a lot. Now other than language... Besides language, what else does the teacher need? We were mentioning the question of pedagogy a moment ago. What elements are important in this? What we call in one bag 'pedagogy', we can understand it in many ways.

T: Yes, I think that a teacher should be sometimes. He should be serious. When he needs to smile, he smiles and when he needs to be severe, he should be severe and strict because if you are not severe and strict all the time, pupils will not be serious themselves.

F: So, that's the attitude of the learners OK!

T: Yes, I wouldn't say there should be a barrier between the teacher and the pupils but a

teacher is a teacher and the pupil is a pupil.

F: He/she has to have a clear idea of what kind of teacher he wants to be.

T: And the relationship between the teacher and the pupil should be clear [for him? He should have a certain philosophy about that] Yes, yes.

F: I don't know . For example, now we have a Communicative programme

T: Which Communicative programme you're talking about?

F: Ah! let's say there is one. So, for example, if he is going to set up pair-work and group-work, there is more than language in action here. I mean, there is not only the knowledge of the language that we need.

T: OK, do you want to talk about pair-work now?

F: If you like.

T: Yes, alright! OK. In most of our textbooks, there are some activities which involve the pupils to work in pairs but it does it really work when you have about 36 pupils? Can you move from one desk to another? To listen who is going to say the correct answer? It's not possible! I don't think Communicative Teaching..it doesn't need a large class. You need a small class. I mean, to impose communicative teaching in a big class is a mistake!

F: But some trainers may say, "Well, I can show you how I can do pair-work in a classroom of 100.

T: Of course, I can do pair-work but it doesn't work all the times. It depends on the kind of activity. I mean you can't prevent the pupils from talking in Arabic because they sometimes talk in Arabic. They make the question in Arabic and they answer in Arabic. You cannot listen to everybody at the same time.

F: Now do you ever feel... We mentioned a second ago that you are going to teach one unit and there **are** things that you don't know. So, have you met situations like that in the other books as well?

T: Not in the old books but just in the new books.

F: In the 8th and 9th form? [yeah] What kind of things were they?

T: Sometimes they gave you a picture of a person whom I don't know [you're supposed to know] Yes, they suppose that the students know but I don't know (interviewer laughs) and OK especially pictures.

F: and they suppose also that students know everything; pictures and the name of [was it the picture of a group of singers or a picture of an actor] Yeah, a picture of a person who is supposed to be famous but sometimes the picture itself is not clear enough [em]

F: So, what do you do in these situations? How do you solve the problem?

T: I just skip it [ahan] I don't do that activity. I try to bring another activity.

F: And was there anything else like related to certain structures or idioms or anything else? [No, no] Good! How important then is it for the teacher now to know the official programme in place? It's like we have two programmes in parallel, don't we? [yeah] We have the 92-93 English programme and we have a programme called 1998 [yeah] We have seen the 1995... We have the 8th and 9th form in one document.

T: I think that a teacher of English should know all the textbooks even the textbook [I'm talking about the programme. The official programme; the official text that is printed in a small booklet that they have for teachers.] I don't see what you mean? [No?] No.

F: It's an official text; *texte officiel* and it says that English is taught for this reason and states objectives [Yes, OK! Yeah! Would you please repeat your question?] Sure! How important is it for the teachers to read these official texts about the programme stating the objectives at national level?

T: OK, to be quite honest before I prepare my lesson. Right? I have to look at that programme first because the textbook was made after all... was made after the programme itself and the textbook is just an attempt. OK? So, I think it is very important to have a look at the programme before you plan your lesson [it is like going back to the source] and sometimes you feel that the programme is not really what you expected it to be [em, em]

F: What kind of thing did you discover?

T: I mean, the teaching from a textbook should be motivating. I don't see any motivation [you don't find it motivating!]

F: I want to ask you now about the textbooks also [allright]. For you... You have taught all levels so you are familiar with them [Yeah]] but at a certain point I'm going to suppose this is a teacher who has just started teaching and was sent to some school somewhere and is given 6th form and 4th form, let's suppose. Would you suggest that this person looks at the other books as well used in all levels?

T: Of course, you cannot teach the 6th form without having an idea about the 5th form. It doesn't work. You should work. You should begin with 4th, 5th, 6th and 7th. It's very important to have a look before you begin [em what is the aim for this?] The aim is to be familiar with the content of the book and you know that we are preparing... I mean... When we teach the pupils we are preparing them for the next stage; for the next level so you know what is expected from you to teach.

F: There are situations also when you have a teacher who is based in a secondary school who is teaching or probably taught 4th, 5th, 6th and 7th of the secondary level but has never seen the 8th and 9th form book. So in this situation would you suggest that he goes and takes the 8th and 9th form book and read them? [Why not? What's wrong with that?] No,

there's nothing wrong with that but what is the benefit of it? That's what he's going to ask you, "why am I wasting my time on this? [Why ? I wouldn't call it wasting my time!]

T: I won't call it a waste of time because I have to know the linguistic background of my pupils. It's very important. You know what grammatical rules. What structural items, lexical items they have come across, etc.

F: Hem! So, for example, we know now that 4th, 5th, 6th, and 7th form *Communicate in English* are going to go out of the scene very shortly and gradually. Now somebody who is teaching 8th and 9th form only and is a new recruit; first year, second year experience. Would you advise him as well to go and have a look at *Communicate in English*?

T: Of course, yes of course. I don't teach, for example, the book of the 4h form but I have already bought the book and have looked at it. It's very important because a teacher of English should know all the textbooks; not only the textbooks of Tunisia but even textbooks in France, textbooks published in England and in America. Yeah, you should have a look.

F: Have you also had access to the guidebooks. The teacher's guides that they have for teachers in Tunisia.

T: OK! I have almost all of them except the new one I haven't bought it yet.

F: and how helpful do you find them?

T: Not helpful at all! (Interviewer laughs) Not helpful. They don't help [why do you say this?] They don't help because the instructions aren't clear because a teaching book is supposed to be very clear. I personally prefer a step by step teaching that is a teacher's book where I find a step by step teaching [em] I think this is helpful but the problem in Tunisia is that they give just two or three hints and then say you have to [manage yourself] You have to manage and to muddle through to give a good lesson!

END OF SIDE A TAPE ONE

F: So when you work with a Tunisian guidebook and then you are using another English book like the *Cambridge Course* or *Headway* or whatever and you have the Teacher's book for that series, what difference do you note?

T: OK! In front of me there is a book called *Break Into English*. Allright? So if I open the book on page 14, and I look at unit 1, "Meeting People", Right? I think that this teacher's book is very helpful [em] because everything is set in front of you. Everything is clear. To begin with, you have the 'language targets', the 'functions', the 'structures students also learn', etc. 'sounds', 'pre-teaching', what a teacher should do in the pre-teaching phase. Then you have the active vocabulary, language focus read and study, practice one, practice two and then you have further practice or homework. So, I think that this book helps a lot [you have a whole lesson plan from A to Z] Yes, if I take, for example, any plan of our teacher's book,

allright? What do I find? I find 'objectives', "the learner will be able to" and then we have 'skills', 'strategies', 'functions', 'structures', 'vocabulary' and some teacher hints. I don't think they help a lot. That's why now in Tunisia we have really a serious problem that all teachers don't teach in the same way. That means that although the same pupils all over Tunisia have the same national exam, they will not be taught in the same way [em] Just one example, 'active vocabulary' some teachers will focus on three words, others will focus on ten words, others focus on two words and the words are not there [they're not given] They're not given. They should be given.

F: Yeah. OK! Now another question related to teaching again or what the teacher is supposed to know. Part of pedagogy is the question of the methods. The GTM, the Audiolingual Method, the Structural Method, the Communicative Method, etc. How important do you think it is for a teacher to know all these or to have an awareness about the difference between each?

T: Oh, I think when you teach a lesson, when you prepare your lesson plan, your lesson plan shouldn't be mainly communicative. OK? Your lesson plan should be 'eclectic'. That means, you should take from the Audiolingual Method what you think is good for that lesson..for example, from the Communicative Approach. I don't think that all our books are mainly 'Communicative'.

F: So, to do that, to be able to choose, to select one aspect from this one or the other, that means you need to know precisely what it is that is specific for that method and what is specific for the other method and what techniques to use and how to apply them and so on. Do you think that **that** is possible? That is, teachers in Tunisia can do this?

T: Well, I think if you rely on yourself and you read. If you read a lot, you can discover by yourself what Audiolingual method is and what the Communicative Method is about. A good teacher, I think, should read a lot. You should read [you're talking about Applied Linguistics books or books in Methodology] books about Methodology and some Applied Linguistics [em] You should. I mean, you cannot be a teacher of English without knowing what the Communicative Approach is about or what the Audiolingual Method is [and that you should look up on your own and read about it] Yeah, I think you should [so not to rely on your trainer to tell you what the Communicative Approach is about] Sorry? [ not to rely on the trainer to give you a presentation in the *Formation Continue* meetings or a *Journée Pédagogiques* about the Communicative Method] No, it's not enough! It's not enough. I think we should buy books. We should ask friends to bring books from England. We should go to the British Council and the American Center, etc. [and you find it easy for you to do. You are here in XX. Do you go often to Tunis to do that or?] Well, I go to the British Council about once a month, to take some books especially books related to teaching [yeah and do you read specialised magazines like *FORUM* or *Applied Linguistics* or...?] We used to have *Forum* but I think last year we didn't get it but we used to have one magazine every three months or so.[ I heard they'll be sent to the CREFOCs from now on] Will they? [Yeah!] May be. Do you think that when they send them to the CREFOCs, teachers are going to read them? [I don't know] I don't think so because most of the new teachers don't know about it. They have never seen them [so, if you receive them, you will discover them]

Yeah! That's better. You read them at home. You'll read them. You'll put them in your library [yeah, so you are preparing a lesson and you say, "Aha! This is something I've seen in *Forum* so you are not going to go to out at night to the CREFOC] Yes, you're right and especially when you say I saw that activity in one issue of the *Forum* magazine. So, you go back to that activity and you try to make it better. Besides, in the *FORUM* there are other problems met by teachers because there are problems we really share.

F: Talking about being 'eclectic', what would you say to a teacher who tells you, "well, I don't believe in eclecticism. I think the teacher should stick to one method and be consistent."

T: Right! I will tell him that this Communicative Approach is going to change. It is not going to be with us for ever. So like, for example, the Audiolingual Method, was in Tunisia for about...[ 25 years] Now it is nearly finished but we try to get the best of that method and we try to apply it in our lessons.

F: What is it in particular that you think, in the Audiolingual Method is useful now?

T: Is useful? Structure drills. Yeah! [Substitution drills?] Yeah, substitution drill. All kinds of drills are very important [so you resort to that from time to time with 8th form; especially with beginners] 8th form and 9th form [and how do the students respond to that?] I think they like it because it gives confidence in the pupils. They feel confident because [they think they are using the language?] They think they are using the language and not making mistakes. I think that drills are, in my opinion, very important in my opinion. That's why now we find a good pupil; even if he has 16/20 or 17/20 and he doesn't know the difference between the verb 'to have' and the verb 'to be' OK? Because he hasn't used them enough. There weren't many tasks to use them. Then they haven't become mechanical. I think there should be [there should be practice!] They should practise.

F: You have had the experience of observing other teachers in 'demonstration lessons' [yeah!], was there one time when you saw a teacher in action and then after at the end of the hour, you said, "Ah! Today I have seen a 'competent' teacher."

T: Right! Yes, many times, many times.

F: What are the characteristics of the lesson or the characteristics of the teacher that made you say that?

T: OK! May be self-confidence. That is the teacher who speaks English fluently. I mean, he **knows** what he is saying. [He speaks naturally] Yes, and the good relationship with the pupils and the teacher himself. You can notice that there is a 'good' relation between them. And in terms of the lesson itself.

T: The way he teaches the lesson?

T: Yes, of course, in terms of the lesson. It happened that I saw activities which I never used so it helped me to use such activities in different tasks.

F: So you would say he's a 'competent' teacher because of the activities?

T: Well, all teachers are 'competent'

F: Well, yeah but in an impressive way! So you'd say to yourself that was a 'successful' lesson!

T: A successful lesson. Yeah? Yes, I think that most teachers try their best to give 'successful' lessons. I don't think there is one teacher who doesn't want his lesson to be successful but most of them.

F: Sometimes you don't mean it to be successful and others find it successful. Yes, **your own criteria for that?**

T: A successful lesson. I mean when the objectives are clear. When the pupils understand the objectives of the lesson. You feel that the pupils, of course, have understood something from the lesson; not necessarily everything but mainly the most important part of that lesson [I mean if there was new vocabulary, you feel that they have understood it] yeah, and the grammatical structure as well. [They mastered it... They got it] They got it by using it [and responding to it] Yeah!

F: We mentioned a moment ago the inspector and teachers and we all know that the relationship is not always ideal! Let's say that teachers keep to themselves and trainers stick to their position and so on and so forth. How important is it to have 'good' relationships with trainers or let's say harmony between the teachers and their trainers.

T: OK! A good relation between the teachers and their trainers helps to give the teachers themselves a good way of teaching [hem]. It helps the teachers to prepare their lesson plans in advance in a better way. I think that a 'good' relation between the trainers, between the inspectors themselves, and the teachers will have good results for the pupils themselves [and how is this 'good' relation achievable? How can we achieve this?] A good inspector should be a good listener [Aha!] OK? He should listen to the teachers and we should meet many times; not only twice or three times a year because three times or even four times a year doesn't help [and there is a problem now. If he is a good listener and the teachers do not express themselves freely. They do not say exactly what they think, there will be a problem] Yes. Eh... I think that a teacher when he feels that his inspector is a good listener, he will be able to express himself or herself but what's happening nowadays is the opposite! I've been teaching in Sidi Bouzid and in Sousse and it's the same thing. The *Conseillers Pédagogiques*, the inspectors don't help a lot. You can ask the trainers themselves [they have this idea in mind that they tell teachers how they should think?] That's my idea and you should follow it [hem]. This is my way and you have to...and most of the times they **change** their way in a second. They **change** in a second!

F: In terms of colleagues now [yeah] Probably things are easier with colleagues. How important is it for the teachers to collaborate and to have also this coherence among themselves? How could that be achieved? You are six teachers in one school and so that you

all agree about the major issues.

T: To be quite honest, most of the teachers of English are not willing to help themselves OK? [one another?] Yeah, one another I mean. They don't help. Normally, for example, before we give a test, I should give it to my colleague OK? To say whether this test is going to work or not but I don't think it works because most of the colleagues just come to school for the exact periods. They give their lessons and they [they rush home] I think in England they have one hour. [One hour everyday] one hour when the teacher stays in his office and he can meet his pupils and meet his colleagues as well, That's good method but, I personally, have many friends OK? with whom I exchange some books and with whom I exchange some cassettes [not necessarily from your school] No, because my school is little now. So I have only one colleague. Of course, we try to help one another. We meet sometimes but it doesn't work. We can't, for example, prepare the lessons together. We can't!

F: In general, what I felt through the interviews is that in general teachers **only** collaborate when they are preparing a test, a final test or a *Devoir de Synthèse* at the level of the school.

T: OK! We sometimes discuss about the common problems. We meet in class but I don't think that a teacher especially the ones who are supposed to belong to the other generation help the new teachers. They don't help!

F: From the types of activities, we mentioned pair-work a moment ago and the implicit message from the trainers is that the introduction of pair-work, group-work as activities in our schools is meant to help the learners be better speakers of English [how does it help?] that's my question [how does it help the learner to be a better speaker of English? How? I don't know how? It helps I think. Pair-work or group-work is good. It helps various pupils. It gives them an opportunity to speak; to speak in English but to beginners? [but for example the introduction of information gap, problem-solving, etc. Did you notice there is benefit for the learner? That they enhance learning as they say? What... When we talk about group-work, we should first of all talk of class management. Do you think that it's easy to move the desks every time you need to do group-work? We should first of all talk of class management. Do you think it's easy to move the desks every time you need to do group-work? I think it isn't easy! Do you think group-work needs only the students speaking among themselves is good? No! For example, you need the desks to be put in a particular way. It takes time and you don't have much space for them [but it is motivating for the learners] It depends on the activity. Group-work is motivating if the activity is motivating. [Ah!] Yeah. [And they learn more English that way?] Yes! [They 'pick up' new words, learn from one another and so on. did you notice that? Did you feel that... The arguments are that when you have group-work, even the weak pupils learn something] hem. 'weak' pupil? What is a 'weak pupil'? A 'weak' pupil is a lazy pupil. (interviewer laughs) It's not a ... a weak pupil is a pupil who didn't know how to love that language, how to like that language

F: So someone who had a bad attitude?

T: Yeah, a bad attitude to English [so even if you have pair-work and group-work. For a weak learner this is not going to..] I don't think group-work is going to improve fluency or



grammar . [Yeah]

F: Now also the influence of interaction in the classroom, you know, is supposed to be good. The more your learners interact with one another and the more they interact with the teacher, the better is the result. Would you agree with this supposition?

T: I agree when you give me a textbook which is motivating. When you give me activities which help interaction. OK? You need particular activities which help interaction [em so the book, you think, does not answer this need] No, it doesn't. [It doesn't! So what do you do? ] Excuse me, let me tell you something. The Communicative Approach is successful in England **but** it cannot be necessarily successful in Tunisia because we live in a different society. We have a different mentality. We cannot just bring an approach from Europe and put it in Tunisia and expect it to be successful. We have our particularities. [What is it about 'us' that makes this unachievable? That we cannot teach communicatively? What stands in the way? In terms of mentality?] in terms of mentality. In terms of the architecture of the classrooms, of the schools, in terms of materials; by materials I mean [the textbooks] the textbooks I mean, the tapes, the videos, etc. In terms of programme, English as a language taught in Tunisia. Is it very important for the pupils or not? Is it? Are the pupils motivated or not? Because, of course, to be good at a language, you need motivation [and in general you noticed they are not motivated?] Not all of them. One thing I had to say is that most of the Arabs learn by reciting [through memorisation?] memorisation is very important because I think that in our history most of our people... Let's take the *Kuttab*, for example, and people were able to learn the Koran by means of memorisation [yeah] I think memorisation should play a good role in our teaching [learning of the language] in learning language [and the Communicative Approach does not use that..does not rely on memorisation or...] As I said, to teach communicatively, you need the materials first otherwise, this approach is going to fail! Give me a classroom where there are only 12 pupils. Give me a classroom where there is a TV se, a classroom with a video, a classroom with a magnetic board [overhead projector] Yes, with a head projector, a classroom where you find a plug [yeah!] (interviewer laughs) Yes, at least a plug! And then we can talk about teaching communicatively. Give me a class where you can move desks easily and then we'll talk about the Communicative Approach. Give me a **good** textbook [yeah, that is 'Communicative'] and give me pupils who are ready, who **want** to learn English, who want to learn English! Give me well-designed books with a good Teacher's Book and a good workbook.

F: And in the Communicative Approach and so on, we expect that our learners will come out of this programme as autonomous, independent learners. Do you think that this is possible for the teacher to produce 'autonomous' learners.

T: What is an 'independent' learner?

F: 'independent' meaning who is able to handle a text on his own at one level, who is able to go home and learn even more English on his own without the teacher. It is a learner who can sit in the classroom and see his teacher standing in the back looking from very far not standing in the center.

T: It's very hard to answer this question because my experience now with the new books is not enough [em] Come after three or four years and may be then I'll answer you.

F: Do you think that your learners in the 8th form and the 9th form... Did you notice they are different from the students you were used to in the 6th, 7th form and so on? Do you think they expect different things from the teacher? (Silence) You know the stereotype we have at least I remember what we used to be like. We'd sit patiently and wait for the teacher to set up for the lesson and we only spoke when the teacher wanted us to speak. [What was wrong with that method?] It's not that it was wrong but we were fitting into that picture. We were, as learners... We were expecting that to happen in our classrooms. We didn't ... You see what I mean?

T: Yeah! I see what you mean but I still don't believe in that .

F: When you have 8th form and 9th form learners, don't you find that they are more involved? More active?

T: Again, they are more involved when the activity is very communicative. When the activity needs them to be more involved. So, everything depends on the activity itself.

F: Now learners expect many things from the teachers. For example, I don't know... They expect that he explains everything. They expect the teacher to sometimes give them words in Arabic....

END OF SIDE B OF TAPE ONE

F: So we are talking of learner expectations. So there are a lot of things that learner expect: some of them are 'good' and some are not good. Eh.. Now, in your view... For example, their attitude to discipline or, for example, to a disciplinarian teacher or a teacher who values discipline, What did you notice from your experience? For example, culturally speaking.

T: Yeah, culturally speaking, think that a Tunisian pupil needs a demanding teacher [em] Why a demanding teacher? If a teacher comes to a class and he considers himself/herself just as a friend and not as a teacher. No one is going to do the homework [ah!] No one is going to respect the rules in the class [so you give homework] Yeah, I give homework. [What kind of homework do you give them?] It depends on my objectives of the lesson.

F: In general. Your typical kind of exercise. What does it requires of them to do at home?

T: Mainly production [writing] writing a dialogue, writing a paragraph, writing a letter [aha], answering a letter [em] writing separate sentences [yeah?] OK? Fill in the blanks.

F: OK! Now the next theme is the idea of professional development; how a teacher develops in his/her career and becomes. I don't know... When you were in your first year as a teacher

and what you are now is probably... You feel [different] You feel that you are different? [Yeah] OK! I'm going to take you a little bit back to your beginnings [yeah] When you first started teaching, what were the things you really remember and which struck you as being the first things you had to learn but which were other than linguistic background or your knowledge of the language... Things which are... I don't know... They might be of another type of... [you mean as a teacher or as] Yeah! as a teacher when the first days you went to teach that there were many things about teaching or what's involved in teaching.

T: Yes, before talking about teaching I think that discipline is part of teaching [yeah] Discipline is a very important part of teaching. I remember the first day I went to the class, I had to be... I had to show to the pupils that I'm a serious person OK? (Interviewer laughs) serious, of course, serious in a way that I want them to work hard. I want them to do their homework. I want them to get good results. I want them to succeed [hem] and I remember that I explained my role every year during the first contact. I talked with pupils [hem] I said I explained to them what I expect them to do and what they expect me to be [hem] We try to discuss actually [aha!] I usually tell them that if they don't understand, they put up their hand and ask about it and not to be shy [ehm, ehm] If they feel that I'm going very quickly, they have to stop me [hem]. I mean if they think that this lesson was not clear enough, they have to mention it but what I expect them to be is to do their homework and to read the lessons at home and, of course, not to make noise and to respect themselves [themselves!] yeah.

F: When you started your first days of teaching, how did you go? You have not any training, so what did you do?.

T: Ah! That was OK. Luckily my wife began teaching one year before I started so she helped me [and she was your wife then?] Yeah, she was my wife at that time [OK] So she helped me a lot so before I went to the classroom I had my lesson plan [Aha! OK so your wife was your first trainer] Yeah. She helped me a lot. (Interviewer laughs)

F: When your professional training started, the 'Stage' What were the things you picked from that which you remember? Things you learnt as a teacher?

T: OK. How to plan a lesson, how to deal with pupils but again I would say that most of them were not very efficient; most of them. I went to about 12 lessons, 'demonstration lessons' and I remember the inspector and the *Conseiller* used to repeat themselves. They repeated every time. Every time they repeated it; the Communicative Approach, the Communicative Approach... the same thing without giving any further explanations.

F: So when you went to watch 'demonstration lessons'.. For you what was it you looked at really? Do you remember? I remember myself I used to look at other things (the interviewer laughs) I mean...

T: Believe me, I used to write everything. Believe me everything the teacher said and every answer he got from the pupils..Everything. I didn't miss a word from what he said and then I went home and I tried to read them again and try to adopt one way of teaching for myself

[yeah]

F: And how helpful were the discussions that you had afterwards? You said that trainers repeated themselves.

T: There were no discussions (interviewer laughs) Again no discussions. To be honest, the 'demonstration lessons' usually begin at 10:00 a.m. and finish at 11:00 on Saturday and the teachers were in a hurry. They wanted to go home [OK. yes, yes] and I had the same experience [I had the same experience?] yeah [and you had to go to Y] yeah I had to go to Y so I needed to come back home [yeah] Everyone; not only me! [yeah, yeah] most of us were happy to get home [so 'No question'] No questions. Yeah, no questions. (interviewer laughs)

F: Do you remember your experience also with the '*mémoire*' project? [Yeah, it was about writing] Yeah. How helpful was it for you at that time?

T: It was helpful because it allowed me to read many books. To read many books, to go to the British Council many times, to go to the American Center many times and to ask some of my colleagues.

F: Yeah! So, would you suggest nowadays that teachers do these types of research projects on a regular basis or at least once every two years. You know? Identify a problem.. I don't know... in the school level. Like "the students' attitude to the pictures of the book".

T: I have one suggestion [hem] I mean, what is the efficiency of the '*mémoire*' project? If it is read by the inspector himself only [isn't meant to be read by the colleagues as well?] I think that the '*mémoire*' should be read by all the colleagues. I think that the inspector and the teachers should organise at least [have or collect a number of ] Yes, every time he checks the different '*mémoires*' and he lets the teachers to read them and asks them for a meeting [hem] where everyone raises or gives his point of view about that '*mémoire*' and that would be beneficial. [ehm] If I just make a '*mémoire*' and give it to the inspector.

F: Now if they set up something like this whereby teachers do research about certain things and probably present their work in a seminar or in a magazine, do you think it would be feasible?

T: Yeah, it can be feasible and it will be helpful and it should be helpful and it makes teachers work [what do you mean by 'work'] Work! Teachers of English should read in English. He should work. He should read [aha, aha so you think it's important to ..] It's very important [theory from Applied Linguistics books? But isn't that they say, "theory. Oh, it's only theory"] Why do you call it 'theory'? I mean, if you take one theme and then you present it and you go to the class and try it [hem, hem]

F: And what's the role of senior colleagues in helping beginners learn how to teach from your experience ?

T: Senior colleagues belong to different schools of teaching [really?] yeah. I mean, if you

take a teacher who is now 50 or 55 years old, he belongs [to another generation?] another generation and another school of teaching.

F: I noticed, for example, that in the *Journées Pédagogiques* when the trainers organize those workshop, they usually mix the groups; one experienced teacher and another inexperienced or less experienced and, I suppose, the implication is that this senior teacher is going to help the others? [yes] Did you have an experience of that sort of eh... Have you attended a seminar and had an older teacher in the group?

T: I have attended many seminars either in X or in Y but I think they were not well-organised. But just one point, I think that before going to the seminars, we should know what the seminar is going to be about before going... I mean, the inspector should tell us you are going to attend a seminar on writing. Well, so I prepare my questions and then get ready for everything. Most of the times, teachers go to seminars and they are surprised to find a person talking about a theme which they have already seen or which they have already discussed [aha, aha] and therefore many.. many people come from America or from England and give seminars; most of them are not successful because they say and repeat themselves

F: Now if they ask you..If the *Direction Générale des Programmes et de la Formation Continue* through your trainer ask you " what is it that you would like to see us plan for next year? What is it that we should focus on in term of content?" I mean, we mentioned the teaching of reading or the teaching of grammar or whatever. What do you think is needed for next year by teachers?

T: Meetings. Different meetings. I mean different topics.. [dealing with what?] Dealing with teaching [teaching?] yeah. [what aspect of teaching? I mean, teaching grammar? teaching... Is there a particular need, I mean, considering those new textbooks, considering the situation] There is no particular need but I think we should attend more and more demonstration lessons OK? [aha?] How many lessons? We have about 40 lessons. We should attend 40 'demonstration lessons' [so you have a sample to follow?] Yeah! A sample to follow and an opportunity to discuss [to discuss what? To discuss about the textbook or...?] Yes, to discuss [what? how to handle?] Yes, to discuss about the activities, the tasks, to discuss about the lesson plan. I mean, what is the utility of a 'demonstration lesson' given to teachers who teach for the first time? I mean they have no experience. They can not come out with new ideas. They just take what is given..what is said by the inspector.

F: There is one stage like this but afterwards they are going to change.

T: So, for example, when you started teaching, was there *Communicate In English*? That already exists or was it *English for Modern Life*? [Yeah *English for Modern Life*] So, you started teaching with that book and then there was a change. So, when they introduced them for the first time, I mean, when they introduced these books, what was the FC doing for this? What were the trainers... You know, their role is to promote this change, to implement this change. What were they doing in this direction?

T: Would you please repeat your question?

F: How did the trainers wherever you went... What did they do so that they prepare you as teachers for this change, to promote... You know in the beginning they had to introduce Communicative teaching all together and now with the 8th form probably it is not much of a transition... What is done so that teachers are prepared to implement the change without difficulties?

T: I think they organised 3 or 4 seminars OK? 2 or 3 maximum. That was everything. I don't think really that it was well-prepared. No, not the old teaches. May be the new teachers but the old teachers 'no' They were not very well-prepared.

F: What's the thing you want them to show you, for example, at that time? Do you remember when they first started the Communicative Method in English?

T: I want them to show me how to teach in a Communicative way. OK? From A to Z [to illustrate it?] Yeah! Not in theory because in theory everything was written; you have to, you have to er.. but in practice.. Show me how it works.

F: Yeah, but I know that they are having many video-taped lessons in classrooms. Have you seen some? [No] Some teachers told me that they have video-taped lessons and that they discussed them. Teaching one aspect like 'cooperative learning' so they have one lesson taped with a Tunisian teacher. Now if trainers meet resistance from some teachers. You know there are some teachers who'd tell them, "Thank you very much. The Communicative sounds very good but I want to teach my own way", what should the trainers do in that situation?

T: What should he do? Is it for me to answer?

F: In your opinion, I mean, if you were a trainer, suppose, you have 150 teachers in that area and you know that Mr so and so in that particular school is still using the Audiolingual Method and you go to this teacher and observe and you say " Well, you are teaching through the Audiolingual Method!" and he says, " Well, it works so why do you want me to change? And this teacher is going to retire in 5 years may be, so what would you recommend the trainer to do in this situation?

T: It's very hard to answer the question but I think I would recommend that this inspector call him/her for some for a few meetings [yeah] yeah [OK! involving him] yeah, involving him in discussing the advantages of the Communicative Approach and why not the disadvantages of this approach. I don't think that most of the teachers in America or in England are satisfied especially in these two past years [yeah? in the past two years?]

F: Now as an individual teacher in your school... I mean you as an individual teacher who is, suppose, really convinced with the Communicative Method (laughs) [sorry I'm not convinced. [Oh! No?] Oh! no. I'm not. Sorry I'm not the one because as I said before, the Communicative Approach needs materials. I mean, we cannot go to Bangladesh and say, "we are going to teach you communicatively" It doesn't work. [No, it doesn't work?] It works in America. It works in... It **may** work in Tunisia in some private schools [yeah!] yeah

in some private schools in Tunisia. So if one thinks that it is the idea of equipment, the idea of [textbooks!] Yeah, textbooks. The types of textbooks [Yeah, the choice of textbooks] and if you had another textbook like *Headway*?

T: Oh, yes! I will be happy. I will be happy to teach English [communicatively!] yeah, in a Communicative way, 'yes' because in headway or in *Cambridge I* or *Cambridge II*, everything is clear and the type of activities which are set are motivating. I emphasise the word 'motivating' because some of the activities just make the students sleep [ah!] yes.

F: Yeah! You have seen visitors; specialists and you mentioned they repeat themselves [they are in Tunisia to sell... To sell new books. That's it. They don't bring new things. I attended many times. I don't need to mention any names Mr X in Y. He said something in Y and he repeated himself after two years. [After two years!] Yeah! [You went there and it was the same story] Yeah, there was no new ... Nothing new and I don't think he knew many things about our textbooks. I think before they come, they should have at least a look on all our books and then they start to speak. They talk about new activities which we can't apply using our textbooks]

F: To sum up this idea now, in Tunisia the teacher from the date he starts teaching up to the end of his career... How can he manage to keep improving? And to be up-to-date? And to really teach what. What are the things he ought to do or should do? We have been talking about what is available and the events of the *Formation Continue*.

T: He shouldn't stop reading. To be up-to-date, he should collaborate with his colleagues and he should be ready for the new changes because changes [there will be..] changes are going to happen. Later people will forget about this Communicative Approach (laughter) because I remember the first inspector I had. We used to attend 'demonstration lessons' and he used to praise that Audiolingual Method and all of a sudden he changed. The next year he changed; no Audiolingual Method it's the Communicative Method. Group-work, pair-work.

F: The career prospect for a teacher to develop in his profession like you are a *PES* in the beginning and you become a *PP* and probably become something else; an inspector perhaps.

T: They don't encourage teachers to develop. They think in terms of money first because [it involves money] Yes, it involves money because I have many colleagues who have been teaching for 19 or 20 years and they are always *PES*. Why? **Twenty years** and they are still *PES*.

F: You are in contact with teachers and when it comes to this issue, how do they feel about it? What is the influence of this lack of promotion and so on, on the teachers?

T: They ask many questions and they are not satisfied. They are very angry with their situation. I lately met my teacher OK? Who is going to retire in 2 years, I think. He said "I'm always *PES*. I haven't changed." and he said that many people who work in banks move from one stage to another [yeah] but we as teachers we don't improve or they don't let us

improve. I think to help teachers be 'good' or better teachers? The government should give them opportunities to improve their situation. I mean, as I said before, I think in X only one teacher [That's very strange!] very strange but go to other places and you'll see. You'll see the friends of the inspectors, the old colleagues of the inspector, the relatives of the inspectors. They all got 20, 20+, 20+ (laughs). It's not fair! There should be another way of, I mean, giving a 'demonstration lesson' with the inspector and two other teachers is not fair. Some lessons may succeed, some others may fail [em and you may change the criteria]. We should change the criteria!

F: Well, Thank you very much for allowing time for this interview. I'm very grateful. Very grateful.

T: My great pleasure.

F: And just one last question. How did you feel during this interview and about the questions?

T: Before you came, I didn't know anything about the questions. So I asked Sarah whether I should prepare anything and she said 'no'. Well, I think lots of the questions really, I mean... They are about teaching. They tried to touch (pin-point?) the problems; the sickness in teaching English in Tunisia.

F: So you didn't feel that it was too demanding or...

T: No!

F: May be a bit long?

T: No, Not long but I think all your questions are about teaching and in your questions I have seen that **you want** that teaching English in Tunisia be improved!

F: OK! Thank you very much again

T: You're welcome!

(END OF INTERVIEW)

